PERIODICAL
GENERAL LIB
UNIV. OF MI

JAN 4 1933

THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

FORMERLY THE AMERICAN PHYSICAL EDUCATION REVIEW FOUNDED IN 1896

JANUARY 1933

Vol. IV, No. 1

An Interpretation of Health . . . . Shailer U. Lawton, M.D.

National Association of Employed Officers of the Y.W.C.A. . . Avis Dinsmore and Edith Gates

The Function of the Director of Physical Education in Colleges . . . . . Harry A. Scott, Ph.D.

A Program of College Physical Education and a Study of Its Carry-Over Effects . . . . . Paul D. Guernsey

An Administrator's Philosophy of Physical Education . . . . . John G. McNeely

The Truth About Spanish Dancing . . . . . Carola Goya

Reminiscences of James Naismith . . . R. Tait McKenzie, M.D.

The Status of Physical Examinations . . . . . Gertrude Moulton, M.D.

A City-Wide Winter Sports Program . . . . . Richard J. Schmoyer

A Method for Teaching Community Health Organization . . . . . Ross L. Allen

Purchasing Points of Winter Sports Equipment . . . Lena Walmsley

A Progressively Arranged Apparatus Program . . . . . F. A. Johnson

The Noon-Hour Program . . . . . Louis Kulcinski

Physiology at the Service of Physical Education . . . . . A. H. Steinhaus

Around the Country with J. E. Rogers

News from the District Associations

AMERICAN PHYSICAL EDUCATION ASSOCIATION

AND yet the floor gleams with beauty from the bleachers! This feature of SEAL-O-SAN treated floors is a big help to the players, as they see only one ball when dribbling or passing... no reflections to confuse them.

To the spectators the floor is beautiful...a perfect setting for the game. Your gate receipts are increased because an attractive floor adds to the crowds' enjoyment and with your boys playing better games on a non-skid surface, your income is actually enhanced.

FROM THE BLEACHERS ● IT GLEAMS WITH BEAUTY

SEAL-O-SAN seals, preserves and beautifies the floor. It is very easy to apply and your own men can do the work--hence it is far more economical than any other floor treatment. Best of all, it reduces maintenance cost by half. The pores of the wood are sealed, making the surface soil-proof. It does not show rubber burns. The floor can be maintained in fullest perfection by merely mopping with a dustless mop.

The HUNTINGTON LABORATORIES, Inc.

Canadian Plant 72 To 76 Duchess St. Toronto, Ont. ● Huntington, Ind. ● Rocky Mt. Plant 1479 W. 15th St. Denver, Colo.

100% NON-SLIPPERY

SEAL-O-SAN is positively non-slippery. It permits a player to race toward his basket, receive a pass, stop dead and shoot, without danger of slipping, skidding or falling. It makes possible the perfect execution of run-in and pivot plays. 100% sure footing allows a fast running man to stop instantly. It prevents him from charging into an opponent and committing a foul, which may often decide the outcome of a game. Seal-O-San is the coach's greatest ally. Any good team can turn out a better brand of basketball on a Seal-O-San'd floor.

SEND FOR THIS BOOK

Get your copy of the Seal-O-San Shot Chart and Scouting Diagram Book. It is free. You will find it very helpful in your work. Use the coupon below.

●MAIL THE COUPON NOW!
Huntington Laboratories, Inc.
Huntington, Indiana, Dept. 3
Send me a Scouting Manual and complete information about Seal-O-San.
Coach_____
School_____
Address_____

SEAL-O-SAN

Education
Wahr

The Journal of

HEALTH and PHYSICAL EDUCATION

E. D. MITCHELL, Editor

Vol. IV JANUARY, 1933 No. 1

AMERICAN PHYSICAL EDUCATION ASSOCIATION
Officers

President, Jesse Feiring Williams, M.D., Columbia University.
Vice-President, Mary C. Coleman, North Carolina College for Women.
Secretary-Editor, E. D. Mitchell, University of Michigan.
Chairman Field Service, James E. Rogers, 315 Fourth Ave., New York.

Additional Members of Executive Committee

V. S. Blanchard, Public Schools, Detroit, Michigan.
Marjorie Bouvé, Bouvé-Boston School of Physical Education.
David K. Brace, Ph.D., University of Texas, Austin.
Strong Hinman, Public Schools, Wichita, Kansas.
Mabel Lee, University of Nebraska, Lincoln.
William G. Moorhead, State Dept. of Education, Harrisburg, Pa.
Paul R. Washke, University of Oregon, Eugene.

Members of Legislative Council

(The Officers and Executive Committee are also included.)
G. B. Affleck, Teacher-Training Section.
B. E. Bayh, Indiana State Society.
John Brown, Jr., M.D., Y.M.C.A. Physical Directors' Society.
R. D. Brown, M.D., Illinois State Society.
A. D. Browne, M.D., Tennessee State Society.
William Burdick, M.D., Maryland State Society.
C. H. Burkhardt, New York State Society.
Harry Burns, M.D., Administrative Directors' Society.
Ellis H. Champlin, New York State Society.
A. Lester Crapser, Pennsylvania State Society.
H. G. Danford, Ohio State Society.
Grace B. Daviess, Women's Athletic Section.
Charles W. Davis, California State Society.
Herschell Emery, Oklahoma State Society.
Edgar W. Everts, Minnesota State Society.
Clara Fedler, Indiana State Society.
Arnold Fink, Pennsylvania State Society.
Henry M. Foster, Washington State Society.
Eliza J. Foulke, New Jersey State Society.
Jessie R. Garrison, Alabama State Society.
Edith M. Gates, Y.W.C.A. Physical Directors' Society.
Major E. V. Graves, Virginia State Society.
Karl Greenlee, Iowa State Society.
Willard N. Greim, Colorado State Society.
Elizabeth Halsey, Iowa State Society.
M. F. Havlicek, Illinois State Society.
Ernst Hermann, Recreation Section.
Thomas Hines, Men's Athletic Section.
Mrs. Grace Clifford Howard, Maine State Society.
E. C. Howe, M.D., Research Section.
Allen G. Ireland, M.D., New Jersey State Society.
Hiram A. Jones, Ph.D., New York State Society.
Walter C. Kadel, Delaware State Society.
Julius Kuhnert, Public Schools Section.
A. S. Lamb, M.D., Canada.
Clair V. Langton, D.P.H., Oregon State Society.
Harold Lauritsen, Nebraska State Society.
Helen Manley, Missouri State Society.
J. H. McCurdy, M.D., National Collegiate Athletic Association.
C. M. Miles, Florida State Society.
Guy W. Morrison, Michigan State Society.
Gertrude Moulton, M.D., National Association of Directors of Physical Education for Women in Colleges and Universities.
Grover W. Mueller, Pennsylvania State Society.
Jay B. Nash, Ph.D., American Academy of Physical Education.
N. P. Neilson, Society of State Directors.
J. H. Nichols, M.D., Ohio State Society.
Robert Nohr, Wisconsin State Society.
D. Oberteuffer, Ph.D., Ohio State Society.
Eleanor H. Quinlan, Massachusetts State Society.
Josephine L. Rathbone, Therapeutic Section.
R. N. Sandlin, Texas State Society.
C. W. Savage, College Directors' Society.
Mazie V. Scanlan, New Jersey State Society.
Henry J. Schnelle, Connecticut State Society.
Carl P. Schott, Ph.D., West Virginia State Society.
Carl Schrader, Massachusetts State Society.
L. B. Sharp, Camping Section.
Helen N. Smith, Dancing Section.
H. T. Taylor, Kentucky State Society.
A. W. Thompson, Michigan State Society.
A. P. Way, M.D., New York State Society.
Agnes R. Wayman, Women's Division, N.A.A.F.
W. J. Wittich, Wisconsin State Society.

Copyright, 1933, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879.

In This Issue

	Page
AN INTERPRETATION OF HEALTH. *Shailer U. Lawton, M.D.*	3
NATIONAL ASSOCIATION OF EMPLOYED OFFICERS OF THE Y.W.C.A. *Avis Dinsmore and Edith Gates*	5
THE FUNCTION OF THE DIRECTOR OF PHYSICAL EDUCATION IN COLLEGES. *Harry A. Scott, Ph.D.*	8
A PROGRAM OF COLLEGE PHYSICAL EDUCATION AND A STUDY OF ITS CARRY-OVER EFFECTS. *Paul D. Guernsey*	11
AN ADMINISTRATOR'S PHILOSOPHY OF PHYSICAL EDUCATION. *John G. McNeely*	15
THE TRUTH ABOUT SPANISH DANCING. *Carola Goya*	18
REMINISCENCES OF JAMES NAISMITH. *R. Tait McKenzie, M.D.*	21
EDITORIALS	22
THE STATUS OF PHYSICAL EXAMINATIONS. *Gertrude E. Moulton, M.D.*	24
A CITY-WIDE WINTER SPORTS PROGRAM. *Richard J. Schmoyer*	26
A METHOD FOR TEACHING COMMUNITY HEALTH ORGANIZATION IN THE JUNIOR HIGH SCHOOL. *Ross L. Allen*	30
PURCHASING POINTS OF WINTER SPORTS EQUIPMENT. *Lena Walmsley*	32
A PROGRESSIVELY ARRANGED APPARATUS PROGRAM. *F. A. Johnson*	35
THE NOON-HOUR PROGRAM. *Louis Kulcinski*	38
PHYSIOLOGY AT THE SERVICE OF PHYSICAL EDUCATION. *A. H Steinhaus*	40
AROUND THE COUNTRY WITH J. E. ROGERS	42
EASTERN DISTRICT ASSOCIATION NEWS	44
MID-WEST DISTRICT ASSOCIATION NEWS	46
HOW WE DO IT	48
IT MAY INTEREST YOU TO KNOW	50
NORTHWEST DISTRICT ASSOCIATION NEWS	52
BOOK REVIEWS	64

THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
P.O. Box 362, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Professional Membership, including the Journal and the Research Quarterly $5.00
Active Membership (including Journal) 2.00
Single Copies ..... .35

The contents of previous issues of The Journal of Health and Physical Education can be found by consulting the Education Index in your library.

STANDARD TEXTS

THE ADMINISTRATION OF PHYSICAL EDUCATION

By Jay B. Nash.....$3.00

PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS

By N. P. Neilson and Winifred Van Hagen.....$2.00

HEALTH THROUGH PROJECTS

By G. D. Brock.....$2.00

EXERCISE AND ITS PHYSIOLOGY

By Adrian G. Gould and Joseph A. Dye.....$3.00

TESTS AND MEASUREMENTS

A Workbook in Health and Physical Education

By Irene Palmer.....$2.00

Send for EXAMINATION COPIES of these STANDARD TEXTS. Prompt attention given to your requests.

A Check List of

ATHLETIC BOOKS

☐ **SWIMMING SIMPLIFIED**
By Lyba and Nita Sheffield...$2.00

☐ **BASKET BALL**
For Coaches and Players by George S. Veenker.....$3.00

☐ **ARCHERY SIMPLIFIED**
By Phillip Rounsevelle.....$2.00

☐ **BASKET BALL**
For Women
By Alice W. Frymir.....$2.00

☐ **TENNIS ORGANIZED**
For Group Instruction by Dorothy Randle and Marjorie Hillas $1.60

☐ **ICE HOCKEY**
How to Play and Understand the Game by Alex Sayles and "Buzz" Hallock $2.00

☐ **TUMBLING ILLUSTRATED**
By L. L. McClow.....$3.00

☐ **PYRAMIDS ILLUSTRATED**
By J. N. Richards and Mathias Macherey $3.00

Our New Athletic Catalog fully describes these books. Have you a copy?

A. S. BARNES AND COMPANY
PUBLISHERS

67 WEST FORTY-FOURTH STREET - - - NEW YORK, N.Y.

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

An Interpretation of Health

By

SHAILER U. LAWTON, M.D.
Associate Professor of Education
School of Education
New York University

THE PEOPLE of America are said to be health minded. We are supposed by some to be better versed in health than any other nation. One hears talk about health from all sides. It emanates from educators, hygienists, commercial advertisers, and innumerable cults who espouse the thesis that all can be gained through diet, by practicing physical culture, in getting back to nature, or what not. Physical education itself is dedicated, among other things, to the program of "building health." And so it goes. But one pauses to reflect. What, after all, is this chimerical phantom so glibly called health?

The writer has heard a learned professor of anatomy define it as "a state of physiological balance." Another educator postulates that theoretically the term "healthy" might be applied to an imbecile or a moron. Still another affirms that "a person may be healthy now but that he could become more healthy," making a distinction between existent and optimum health. Such statements suggest that it is important to gain a clearer idea of the entire problem. There has been rather too much rhetoric and armchair rationalizing about health. We need to come down to earth and grapple with a very difficult task in order to define semi-adequately an acceptable meaning for a term which some doctors, many physical educators, and the lay public at large, so widely use without true significance.

It is essential that we recognize in the beginning that there is no such thing as health or the normal. These are terms which are entirely abstract, relative, and theoretical. They have come into use scientifically as statistical approximations or generalizations. That is, they have been derived mathematically from the study of supposedly large and representative groups and in this way a sort of characteristic composite picture has been developed. Health or the normal, as thus defined, are therefore terms which are absolutely fictional, since actual human beings are not mathematical abstractions nor are they Olympian gods patterned after perfection.

The popular use of these terms is even worse, for here we find that they become sheer nonsense with no clear meaning. Mr. Average Citizen's idea of the normal or healthy is found to depend upon his environmental background, his education, his state of culture, his age, sex, and personal physiology. The farmer's conception will not be the same as the coal miner's, the banker's, or that of the society matron.

If health is a term which is to have any meaning, its definition must apply to all classes of creature. It must be, among other things, a phylogenetic concept. The "healthy" single celled protozoan has, for example, a relatively simple problem, although even here the complexity of the living process is so unimaginably intricate that the mind can hardly grasp it. When, however, cells come to adopt the colonial life, still other phenomena enter in, until finally, in the true metazoan, or many celled creature, the factors of action and interaction, the specialization of tissues, and the associated differentiation of cells add new and incomputable difficulties. In such creatures, certain definite cells have grouped themselves into structures which now have become organs. These cell groups have concentrated upon the perfection of specific and particular functions and they have tended to lose and efface their original all-round capacity. The nerve cell has become specialized in developing irritability, the gland cell in secretion, the kidney cell in excretion. While originally a single celled organism could do all things within its own body, the many celled animal or plant has become a hierarchy of cells most of which can no longer survive alone. The health of the entire organism can be destroyed by the failure of any one of several cellular groups. The maintenance of health has become a complicated affair. Thus, in a true sense, "the balance of health" may be said to have evolved, together with the elaboration of structure and the resultant specialization of function.

The whole problem of phylogeny is so complex that it presents endless challenge. It enforces a dynamic conception of health. For example, is a cold-blooded reptile healthy when it is heated by the sun and thus quickened in its reactions and is it also healthy when it is cold, sluggish, and inactive? Is the semi-warm blooded platypus as healthy when warm as when cold? This animal is affected by temperature as is the reptile, only in less degree. Again, is a sponge, which has no nervous system, healthy in the same way as the jelly fish which has a nervous system of the nerve-net style? If they each are "healthy," only in a different way, one must infer that there are many healths—as many, in fact, as there are species. But certainly one would not affirm that the jelly fish was as healthy with as without its nerve-net. A defective nerve-net would alter its behavior perceptibly. And yet there are educators who say that a moron can be healthy when, through inheritance, his nervous system is innately defective. The loss of a structure through an inherited chromosomal defect seems to such a person to be compatible with health, whereas this loss, if sustained as the result of "disease," would be accepted as having disturbed health.

There seems to be rather more than a modicum of confusion in such distinctions.

The anthropological and ethnological differences between the races of men present a source of rich phylogenetic material bearing upon the present topic. Can, for example, the health of the African bushman be compared with the health of a European Caucasian, or can the health of this Caucasian be looked upon as standard, if one is using the Scandinavian and Latin as contrasting types? The study of behavior patterns reveals the definite fact that conduct which is accepted as "healthy" for certain environments is regarded as perverted, vicious, and unhealthy in another. Ethical relativity is a fact, although there are many who do not recognize this disturbing truth.

Such questions as the above present embarrassing dilemmas and in order to meet these, some parry by insisting that considerations of this kind are not properly to be included in the content of a definition of health. The objection is voiced that what "one does with health" has nothing to do with health itself. Nevertheless a subtle mental myopia reveals itself in such thinking, since the only way any organism can make itself known either for "good or evil" is through action in time-space, that is, in interaction with its environment. The plant does not "become healthy" without the sun, while all animals depend ultimately upon plants in order to get food, and therefore in order to exist, to say nothing of being in or out of health. Environment will determine whether or not there will be any sun for plants and thus whether or not there will be any animals. It will impress its mark upon all living protoplasm as Darwin long ago emphasized in his *Origin of the Species*. It will modify each creature racially and individually. Therefore, what an organism *does* in response to its environment seem to the writer to be inextricably bound up with any true conception of a usable definition of health or the normal.

From the standpoint of ontogeny, one might ask whether the health of the growing embryo is of the same sort as that of the adult or the senile. The strange mystery which emergent evolution has revealed is that as each new level is achieved it reacts upon all preceding levels *as if* it were independent of them. Thus, assuming the mind to be "an emergent entity" which has resulted "from the structure of the brain," the mind now becomes capable of affecting either directly or indirectly the very structure of the brain itself. Ontogeny, leading us as it does to a conception of an organism composed of expanding units, but one which is behaving as a total individuality, presents the major problem of emergent evolution—the mind-body relationship. It makes it difficult to visualize a human mind as independent of its sense organs. One must *see* in order to develop visual imagery but one must *perceive,* in terms of understanding, in order to see beyond the mere surface of things, in order, that is, to become more than a beast, living in the ephemeral present. And if this is so, one finds it a little difficult to leave such factors as genetics, heredity, and environment out of the picture. Mind developed phylogenetically up through the stages of the tropism, reflex, instinct, finally to the increasingly flexible enigma as one finds it in a great creative artist, a Dante or a Homer. Mind repeats this ascent in the lives of each one of us, that is, in ontogeny, and if there is anything which the new mental hygiene is teaching us it is that the malconditioning or traumata inflicted upon the hyper-suggestible "mind" of a child may lead to dire results in after years. Mind unfolds as structure perfects itself. To describe this process does not explain it.

If one is to reach any workable definition of health he must, we have seen, certainly have some idea of the structure of the body. But a static concept of structure will not do. Structure is a process, and it suffers modification with the passage of time. It is for this reason that pathology or disease becomes a necessary building block in our idea of health. It is impossible to rely upon an individual's "sense of well being." The cocain addict will, while under the drug, acclaim that he "never felt better." Your friend of fifty tells you that he has never known a sick day, and yet if you look at his retinal blood vessels you may find that he is getting old beyond his years. Soon his mind will slow down and he will no longer be as before, keen, alert, a veritable storehouse of interesting adventure and events. Changes are going on in him silently. Time is leaving its mark. It does on all of us. When, then, is one healthy? In a place that is timeless—where "neither moth nor rust doth corrupt and where thieves do not break through nor steal"?

Function is the test of health. The trial of environment will reveal margins of safety and reserve, or as my associate, Dr. Willard Ashbrook, would say, of physiological elasticity. The conception of optimal health becomes a working definition only if one means by this that it is a state which would enable the individual to meet any possible environmental demand either instantly or at least after a period of training. The writer finds it difficult, however, to phantasy even a legendary Greek God as thus endowed.

To say that health is "a condition of the organism" is to say nothing of any pragmatic value. Dying is a condition of the organism. The dictionary definitions to the effect that health is "a sound state of body" or "a normal condition of body and mind," or a "state of well being," are all static. They imply knowledge of a reality which can exist in the abstract, but which in reality can only result as tested by environment. Nor will the insurance conception of health, as a mathematical hazard, suffice, since insurance companies are not interested in individuals as such. The chances of death are computed on the basis of enormous numbers. But even here, abstract environment is reckoned with as the chief variable working to weigh the element of risk.

Health, as ordinarily understood, should probably be considered as specific. The athlete who is "in fine shape", to win a hundred-yard run may be no good at

(Continued on Page 62)

National Association of Employed Officers of the Y.W.C.A.

Avis Dinsmore

Part I

By

AVIS DINSMORE

Chairman, Health Education Section,
N. A. E. O.

Part II

By

EDITH GATES

Director of Health Education,
National Board of the Y.W.C.A

Edith Gates

This is the eighth of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

Part I

IN ORDER to understand the child it is necessary to know something about the background of the family from which it comes, and so it is with *us*. Our family consists of the Y.W.C.A. as a whole and also the National Association of Employed Officers of the Y. W.C.A. With the background of these two groups our existence, growth, and purpose becomes quite clear.

While it perhaps would be more logical to treat the three subjects concurrently, it is the belief of the writer that a clearer understanding will result from a separate treatment of each. Therefore the following order will be pursued: first, the Y.W.C.A., second, the N.A.E.O., third, the Health Education Section of N.A.E.O.

Y. W. C. A.

The Y.W.C.A. originated as a result of the efforts of women to meet the growing need of girls who were engaged in gainful occupations away from home. The first appearance of the name of Young Women's Christian Association was to be found in England in 1859 and in America in 1866. The buildings were very modest and the equipment limited, but as organizations flourished new buildings were erected with increased equipment. Not only cities started local organizations, but country and student groups organized as well.

In 1906, under the remarkable leadership of Grace Dodge, two women's organizations united to form the present National Organization and at their first convention elected a National Board of Directors, which was the beginning of the present set-up. For about ten years after this, both the Local and National Associations devoted their time to organization in respect to personnel, administration, and program.

The war work of the Y.W.C.A. was outstanding, all efforts being devoted to this one objective during that period.

Today we have an international organization with a World's Committee at Geneva, Switzerland. There are 55 countries having representatives on the World's Committee. The United States has 1109 local organizations; this includes the 655 student organizations.

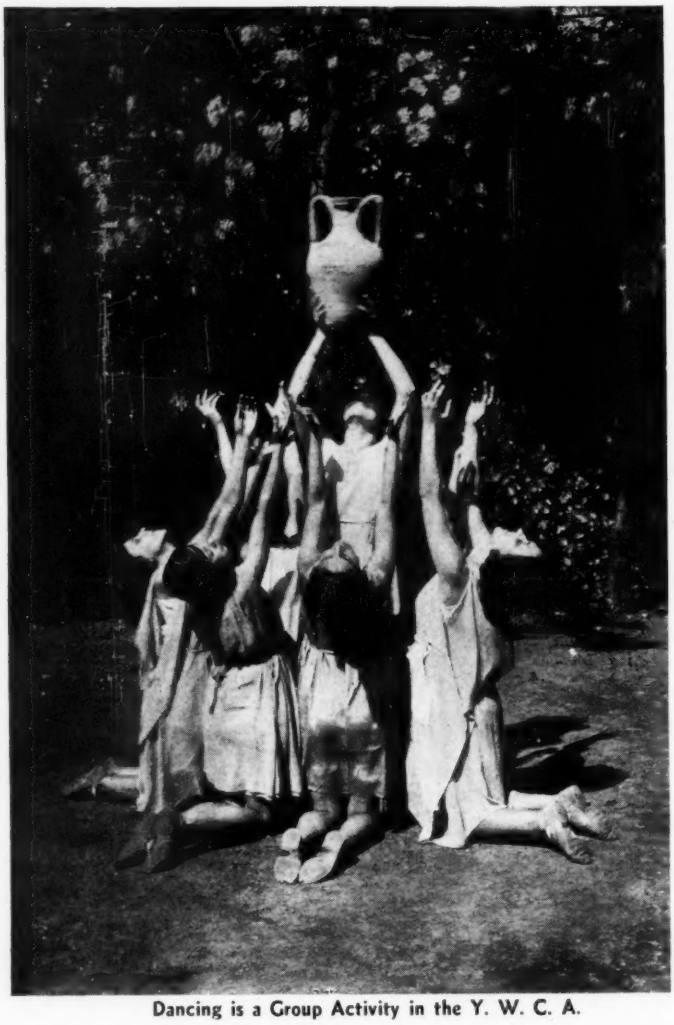
The purpose of the Young Women's Christian Association of the United States of America is:

"The immediate purpose of this organization shall be to unite in one body the Young Women's Christian Associations of the United States; to establish, develop and unify such Associations; to participate in the work of the World's Young Women's Christian Association; to advance the physical, social, intellectual, moral and spiritual interests of young women. The ultimate purpose of all its efforts shall be to seek to bring young women to such a knowledge of Jesus Christ as Savior and Lord as shall mean for the individual young woman fullness of life and development of character, and shall make the organization as a whole an effective agency in the bringing in of the kingdom of God among young women."

The objective is to place the emphasis on the needs of young women based on Christian philosophy.

National Association of Employed Officers

As the Y.W.C.A.'s grew in number and size it became evident to the employed staff that in order to establish an *esprit de corps* it was necessary to organize in a group. So in 1909 at the second National Convention of the Y.W.C.A. the National Association of Employed Officers was organized. For the first few years the work was done entirely by volunteers, until it became necessary to have one part-time executive who headed up the work. The N.A.E.O. meets biennially preceding the Y.W.C.A. National Convention.



Dancing is a Group Activity in the Y. W. C. A.

have a specialized technical training and a profession in addition to that of the Y.W.C.A. In the past ten years a number of standing committees have conducted professional studies, such as professional ethics and standards; salaries and standards of living; staff turn-over; time budgets; and the professional aspects of foreign service.

Through N.A.E.O., standards of all kinds are being constantly improved for the Y.W.C.A. employed staff.

Health Education Section of N. A. E. O.

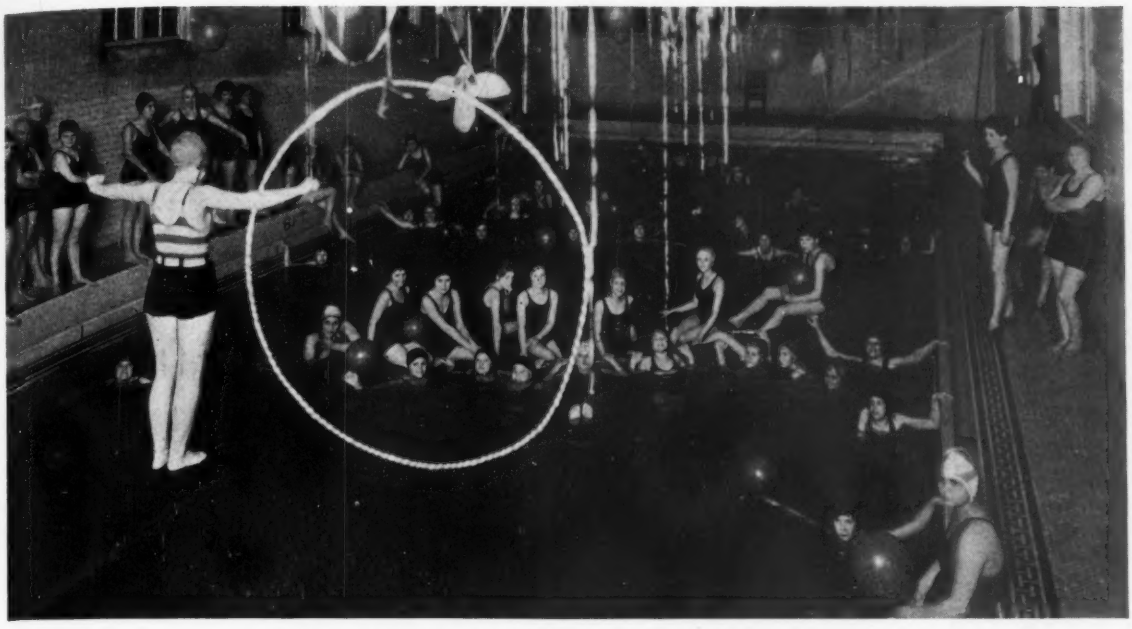
Owing to the variety of training of instructors, it was felt that an organized effort should be made to raise professional standards of physical directors, so two years after N.A.E.O. was organized, the Health Education Secretaries put in an application for a section which was accepted in 1913. At this time it was decided that rather than have separate meetings the section would obtain a place in the general program of the N.A.E.O. Convention and for technical discussions would go to the American Physical Education Association Conventions. For several years the section became absorbed in the general N.A.E.O. program, but in a few years the urge for a special group was again felt. In 1928 another application for a section was made and accepted at the next Convention, so that we are now a strong functioning body.

The purpose of the section is "to create and maintain high professional standards among Health Education Secretaries through individual and group study, to promote a program to meet the needs of our departments and the development of Christian leadership." Any physical instructor graduated from an accredited school or its equivalent in training is eligible. Like the N.A.E.O. we are working toward an educational

Horseback riding is an outdoor activity for business girls and women in the Y. W. C. A.

The purpose of this group was "a fellowship with professional and non-professional aspects, bound together by a common ideal," using educational rather than legislative methods; and anyone in the Y.W.C.A. employ could become a member. The trend for 1932 is to change the purpose to "professional organization with fellowship aspects" and to have the requirements for membership on a professional basis.

The N.A.E.O. has several sectional groups for those who



Pool play right for employed girls and women in the Y. W. C. A.

standard which will be commensurate with teachers of the same profession in other fields and this ought to be ready for action at the 1932 Convention.

The program of the section has covered studies on relationships of the health education secretary to the rest of the Association and to outside groups such as schools, churches and playgrounds; the secretaries' efficiency; the relation of health to the Woman Movements; professional standards; working standards; changing the name of the Physical Education Department to Health Education Department; basing work on positive medical examinations to be given by Association physicians; emphasis on health for industrial women; a job analysis; relationships to the American Physical Education Association, Women's Division of the National Amateur Athletic Federation, and the Life Saving Division of the Red Cross; and standardization of health examinations. These studies were made by commissions, summer conferences, district meetings, and reported at section meetings.

In summarizing, we have the Young Women's Christion Association trying to fill the basic needs of women and girls through an educational program based on a Christian philosophy. The National Association of Employed Officers is striving to raise all standards higher for Y.W.C.A. employees. The Health Education Section in the National Association of Employed Officers is working to help bring about the best correlation between the program of the department and that of the whole Association, and is assisting in raising the professional standards of the department instructors.

Part II

DIRECTORS of physical education who go into the Young Women's Christian Association find a challenging opportunity for creative work among a very different clientele from that in school work; they wish their professional co-workers could know this Y.W.C.A. work better. It is a task that stimulates all one's initiative and develops one's individual powers in teaching and executive ability, and with it brings the greatest personal satisfaction. The fact that the Y.W.C.A. has pioneered and led in the adult progressive education movement means that one's co-workers on the Y.W.C.A. staff are alert educators; their understanding of sociology and community work humbles the specialist in physical education. The fellowship found among the Association leadership—staff and local committee women—is a cherished possession, such as one seldom finds elsewhere. Perhaps it is because of the unity of purpose in this women's Christian movement.

This series of articles in the JOURNAL is to tell of the organizations that affiliate with the A.P.E.A. In the Y.W.C.A. we have this professional organization which unites all of the employed staff for "fellowship and professional advancement," as explained in Miss Dinsmore's article. One might say that it is our "National Education Association" and, instead of the teachers' conventions as in school work, we attend the professional meetings of our *National Association of Employed Officers.* Under the new organization of the American Physical Education Association, then, we have affiliated through our Health Education Section of the N.A.E.O. We have a get-together breakfast at conventions, but leave our special Y.W.C.A. business for regular Y.W.C.A. Conventions. We are glad to do this because we believe that through the A.P.E.A. there should be a closer correlation of school work and organizations that work with groups that are out of school. We oftentimes feel a lack of understanding and appreciation of our work on the part of school leaders, and yet we are the ones who suffer because of

(Continued on Page 62)

The Function of the Director of Physical Education in Colleges

By

HARRY A. SCOTT, Ph.D.

The Rice Institute,
Houston, Texas

HARVARD University was the first institution of higher education in America to make available a course in physical training for its students. In the spring of 1826 an elective course in Jahn gymnastics was taught to Harvard students by one of Jahn's followers who had fled to America to escape the wrath of the German government. Following Harvard's lead Yale soon inaugurated a course in physical training for its students. In the same year, 1826, students at Amherst College were granted permission to clear a grove to be used for outdoor exercises, and a short time later formed a society which had as its chief object the erection and maintenance of gymnastic apparatus in this grove. In 1827 both Williams College and Brown University provided facilities for the physical training of their students.[1]

Practically all institutions providing physical training facilities in the early part of the nineteenth century did so at the insistence of the students who supplied not only the impetus but the more material equipment as well. Wherever faculty supervision existed it was for the most part perfunctory in nature. Teaching was performed by individuals not necessarily connected in any way with the college faculty; although at Harvard the title of "Superintendent of the Gymnasium" was given to the physical training instructor.

This situation need not imply that physical training instructors of that era were inadequately prepared for positions on college faculties. As a matter of fact, from the standpoint of training, the men who introduced German gymnastics into this country were eminently well qualified for seats in the college faculties. Dr. Charles Follen was Professor of Civil Law and Instructor of German at Harvard, and at the same time held the position of Superintendent of the Gymnasium. Francis Lieber held the Doctor of Philosophy degree, and while primarily interested in physical training, ultimately became Professor of History and Political Science in Columbia College, New York City. Almost without exception leaders in the field of physical training at this particular period held either the Medical Doctor's degree, or that of Doctor of Philosophy.

In the interim between 1826 and 1861 the majority of colleges instituted some form of physical training for their students. A number of gymnasia were financed and constructed by the institutions, thus marking a departure from the earlier custom of relying upon the students for the equipment. In 1859, Harvard College completed a gymnasium at a cost of $10,000 and an instructor of physical education was appointed. However, the name of the instructor did not appear in the list of "Officers of Instruction and Government" of the institution. While Harvard was first to provide physical training opportunities for its students it remained for Amherst College to establish in 1860 the first department of hygiene and physical education, the head of which was to be a thoroughly educated physician, and the equal in training of any other member of the faculty. Dr. Edward Hitchcock was secured for this distinguished position. Other colleges rapidly followed the lead of Amherst and the next quarter of a century saw most of them organizing or contemplating the organization of departments of physical education.

During these early years in college physical education the chief form of activity was that of drills and exercises on the gymnasium apparatus. In the latter half of the century modern games and sports were introduced into the colleges. It is significant, however, that faculty control of athletics was entirely lacking; in fact athletic competition was frowned upon by academic groups. Students were responsible for the coaching or training of their teams. Thus began the practice of employing the professional, part-time coach and the formation of student athletic associations for the conduct and control of athletic activities. Lacking adult counsel and guidance these student associations became more or less unstable and often looked to over-enthusiastic alumni for support. Consequently many evils

[1]Leonard and McKenzie. *History of Physical Education.* Philadelphia: Lea and Febiger, 1927, pp. 249-293.

were introduced into intercollegiate athletics in its formative stages which today are undoubtedly working a hardship on what has become a potentially important educational activity. The flagrant disregard on the part of students and alumni of those things for which the college existed, and an absolute lack of policy ultimately caused faculties and administrative officers to take a hand in the management of athletic affairs. Not, however, without considerable ill feeling on the part of all involved. Many delicate situations in the modern administration of intercollegiate athletics have arisen because of this long delayed transition from student to faculty control.

With the growth of physical education in the colleges it early became the practice to require courses in physical education for all students and to grant positive academic credit for the work. In 1909, 111 colleges were giving regular instruction in physical education; in 1920, 129 colleges were providing for this work. In 1927, of 245 colleges investigated 238 of them maintained departments of physical education.[2] Of this number practically all of the heads of these departments held seats in the faculty. With the increase in numbers, departments of physical education gradually began to take over the administration of intercollegiate athletics, until today this department is exercising this function more frequently than any other means of control.

In 1921 a committee for the purpose of studying physical education in colleges reported:[3]

". . . the improved status of physical education in American colleges is shown in several particulars:

"1. Physical education is increasingly being placed on the same basis as other subjects, with credit on the same basis as other subjects.

"2. The instructors are in much larger numbers given professional rank rather than administrative position without faculty vote.

"3. Hygiene courses are more often given by the physical education teachers than formerly.

"4. Intercollegiate athletics are now more largely controlled by the physical education department.

"5. Intramural athletics for the mass of students has developed to a large degree during recent years.

"6. Student enrollment in elective courses in physical education has increased in the last ten years.

"7. The equipment for physical education, particularly for intramural athletics and for swimming, is much greater in amount than at any previous period."

ONE hundred years have elapsed since physical education first became a part of the college curriculum. From its beginning solely as a student enterprise stimulated and nurtured by forces outside the school, this field has developed into one of the most, if not the most, extensive of all departments of the university. The organization and direction of a department of physical education with its multifarious ramifications calls for qualifications beyond the ordinary.

The position of director of physical education today is rapidly taking on the same aspect as other phases of higher educational supervision.[4] With the broadening of the scope of physical education and the realization that this field is but a branch of the whole of education, the requirements for the position are reaching higher and higher levels. No longer is it possible for the director of physical education in a first-class institution to be an untrained individual with motor skill as his only accomplishment. The director is being forced to take on the same degree of training and scholarship as other members of the teaching or administrative force. In a few years the position of director of physical education in institutions of higher learning will be occupied chiefly by individuals possessing the Doctor of Philosophy degree or its equivalent. Administrative heads of colleges are rapidly learning that scholarly achievement is possible in physical education and are seeking those with superior training when filling administrative positions in the field. Young men anticipating careers in college physical education should pay considerable attention to their scholastic endeavors while undergraduates in school as the doors of physical education are rapidly closing to those of inferior academic abilities. If physical education has experienced some difficulty in being "accepted" into the closed circle of academic education such is no longer the case. Physical education is not now considered a special subject or an adjunct to education, and teachers and administrators in this field are increasingly being held to the same standards of productive scholarship and good teaching as has always been demanded of college teachers in other branches of education.

Perhaps there is no single field within the whole of education which, if properly conducted, requires more of the individual in charge than that of physical education. To be properly trained for this field it is not only necessary to acquire a technical training in theoretical physical education and in motor skills, but it is also imperative that the individual receive training in subjects in the field of general education, for physical education is but a branch of this field. Not only must the prospective director be properly educated along academic lines, but he should also be an administrator of high calibre, an athlete, a teacher, and above all a *man*. In order better to define the function of the position of director of physical education for men it will be well to enumerate in detail those items of personal equipment which are necessary before the director may accomplish the full measure of educational service made possible by his position.

Because of the informal nature of the activity phases of physical education and the inherent interest of most students in learning motor skills it is possible for the teacher in this department, as probably in no other, to establish intimate contacts with students, thus making feasible a different kind of education than that offered in the classroom. Modern education holds that the whole individual is being educated in order that his life may be enriched. This view of education indicates that

[2] H. A. Scott. *Personnel Study of Directors of Physical Education for Men in Colleges and Universities.* New York: Bureau of Publications, Teachers College, Columbia University.

[3] George L. Meylan, M.D., Chairman. *Report of Committee on the Status of Physical Education in American Colleges in 1921.* Society of Directors of Physical Education in Colleges, Box 362, Ann Arbor, Michigan: American Physical Education Association.

[4] Since a large majority of directors of physical education in institutions of higher learning act also as teachers in the field the term "teacher" and "director" are used synonymously herein.

the college is not only a place where the mental interests and capacities are discovered and provided for, but the entire personality of the student is affected in such a manner as to improve the quality of his living. Physical education is unique in that it contributes to the education of the individual *through* the physical. Thus the physical educator, by means of the program of physical activities, is afforded the opportunity to share materially in the education of the whole man. Concerning this Dean Hawkes said:[5]

"I have often emphasized in one form or another the conviction that Columbia College should educate the whole man; the physical, the social, the aesthetic, the religious, the intellectual aspects, each in its appropriate manner. This does not mean that the college should attempt to segregate these traits from each other, but rather that in the entire scheme of education provided by the College each of them should have its place, and each should be approached in a manner in keeping with the main business of a liberal arts college. It would be easy enough to organize a number of units in each of which one of these aspects should receive exclusive attention. It is not so easy to keep them all harnessed in a team that pulls evenly and always in the direction of an orderly development of the entire personality."

In order effectively to fulfill this unique opportunity for informal personal contact with the students it would seem that the best prepared teacher is the one who has lived fully. He should have traveled the same road which the student is expected to travel. While a student in school he should have played an active part in student body affairs, and should have had sufficient association with student societies, including fraternities, that he is familiar with the manner in which students express themselves both as individuals and in groups. Likewise, it is important that the teacher's morals both on and off the campus be in accord with the best accepted practices of society. He should at all times hold himself as a fair example of the ideals for which he stands. He should, however, avoid fads in clothing and manners, and attempt to appear at all times as a normal individual. It is felt by the writer that nothing destroys the possibilities of intimate contacts with the majority of students more than peculiarities of dress or actions. Hence to accomplish this purpose the more nearly the physical educator approximates the mode, the greater will be his influence, other things being equal. He should at all times be easy of approach, and should avoid the "inner office" type of administration which makes it annoying if not difficult for the students to visit him in his office.

Because of his varied responsibilities the director of physical education in college must possess all of the qualities of a good administrator. Not infrequently the college department of physical education is the largest in the school from the standpoint of student hours taught, budget, and size of staff, thus requiring an administrative head of more than ordinary ability. The director must organize and administer a program designed to meet the physical education needs of the entire student body, as well as the faculty and administrative officers. In addition to the ordinary class work in physical education activities, the director must be responsible for the health examination of all students, if not administered elsewhere. He must see that students are classified and sectioned according to physical fitness and motor skill. For those students not normal he must provide restricted exercise groups designed to meet the individual needs of each case. In order that opportunities for health practice be made more abundant he is often found administering a department which supplies gymnasium uniforms and laundry service to all students, thus requiring considerable business ability in purchasing equipment and in the operation of the laundry. In addition he must keep a close check upon the condition of the swimming pool water, on all gymnasium apparatus, wrestling and tumbling mats, and on other items of equipment, including playing fields and tennis courts. The administration of the intercollegiate athletic program requires expert attention to details.

The professional preparation of teachers of physical education is rapidly becoming a regular part of the administrative and teaching duties of the director of physical education. The health education of the entire student body is frequently cared for by the director of physical education. In order to care for all of these duties, and many more, it is necessary that he supervise a staff which is commensurate with the size of the institution in which he is employed. In addition his duties may include the coaching of one or more major or minor sports. Such a program, with its varying interests, requires an administrator of no mean ability. Certainly to perform his duties successfully, the director must possess a sense of humor, the faculty to view things in their proper perspective, and above all the ability to give and take.

IN ADDITION to his administrative duties the director of physical education should be something of a scholar. He should be able to recognize the problems which are confronting physical education, and possess the ability to attempt a solution which is in accord with accepted methods of educational research. Likewise he should consider it a duty to write for publication. His method of conducting classes should be in accord with the best educational practices. It must be clearly understood that there is nothing incompatible with ability along physical education lines and scholarship, opinion to the contrary notwithstanding. There is probably no field in which there are more problems in need of scholarly treatment than in the field of physical education.

Because of his varied interests and his intimate contacts with students the director of physical education is frequently called upon to act on faculty committees; especially those dealing directly with problems of student welfare. Likewise he is often a member of local luncheon clubs having public service as one of their objects. As a member of these service clubs the director of physical education is called upon to act upon committees and commissions designed to improve the quality of living in the community. Positions of leadership

(Continued on Page 58)

[5]H. E. Hawkes. "Physical Education in the Training of College Men," *American Physical Education Review*, April, 1925, pp. 199.

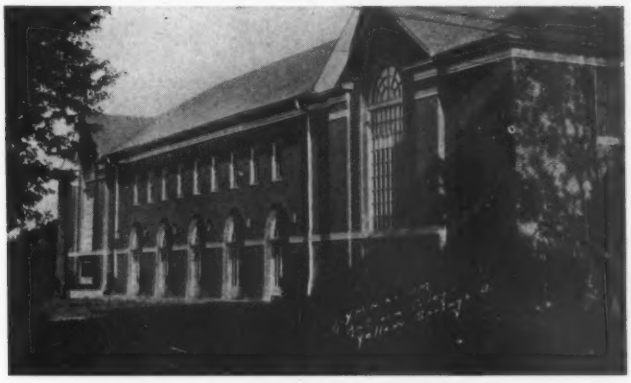
A Program of College Physical Education

and a Study of Its Carry-over Effects

By

PAUL D. GUERNSEY

Instructor of Physical Education,
Antioch College, Yellow Springs, Ohio



Gymnasium, Antioch College

NOTE.—The cooperative plan of education as applying to all departments of the Liberal Arts College was instituted at Antioch College, Yellow Springs, Ohio, at the time of its reorganization by President Arthur E. Morgan. This plan provides that students alternate periods of classroom study with periods of practical work. Two students fill a single position in some industrial, commercial, or educational organization, one working while the other studies on the campus. Every five or ten weeks they change places. A recent count showed 579 men and women students doing cooperative work. There were 167 employers, not including the college itself, in fifteen states. On this basis, a student is enrolled at the college for either five or six years before attaining his degree. There is a possibility of a student completing his course in five years by applying one year in full-time study at the college.

The Program

THE USE of some part of a person's leisure time for healthful, active recreation is one of the main objectives in college physical education. The physical education department at Antioch College for a number of years has had this objective in view, either directly or indirectly, as every method of procedure was adopted.

Directly, we have sought to accomplish our objective in the following ways:

1. By giving instruction in the sports used in the major intramural program (touch-football and speedball, basketball, volleyball, and baseball). We feel justified in giving this training first consideration because:

(a) The major intramural program is the chief extra-curricular activity and constitutes the means whereby the great majority of students obtain much of their physical activity or recreation when on the campus. We feel that students who will be spending five or six years here should be given the opportunity, by reason of a knowledge of these sports, to be eligible for competition starting in their freshman year. (It has been observed in our experience that the students transferring to Antioch with advance credit from other colleges, and not receiving this instruction, very rarely participate in the intramural program to the extent that the other students do.)

(b) Students coming to Antioch represent a wide geographical distribution (enrollment figures for 1931-32 show 77 per cent of students from states other than Ohio), many coming from schools where physical education has not been given. In a freshman class of seventy-nine students this fall, only ten had ever played any kind of football before coming to college. It must be explained that Antioch students are a group selected on a basis of accomplishments or capabilities which tends to bring us many students well developed mentally, but also many who are physically undeveloped.

Until 1930 this instruction was given in the freshman year and constituted the only class work. However, for the following three years the students were required to spend at least four hours each week in some approved type of active recreation. All of the college facilities in the way of athletic equipment were at their disposal at any time during the day for this purpose. There were no classes, the activity being entirely self-directed. Each student recorded his activities weekly on a bulletin board in the gymnasium. By this device an attempt was made to create the habit of independently taking a reasonable amount of recreative activity. When the work recorded was unsatisfactory the student was called in to straighten out the difficulty. When there was an apparent lack of ability to pursue any type of individual recreation, some arrangement was made to associate that student with groups where he could gradually learn such sports as tennis or handball.

2. In 1930-31, a second year of class work was instituted. This was done because it was apparent that a great number of our students were coming here insufficiently developed in the strength and coordination of fundamental muscle groups. Here again, the thought was to better prepare the student to carry on activities, independently, by increasing his general muscular efficiency and skill. Our thought here is probably somewhat analogous to the "two factor"

Cascades—"Swimming Hole," Antioch Glen

theory of intelligence as presented by Spearman (C. Spearman, "General Intelligence, Objectively Determined and Measured," *American Journal of Psychology,* Vol. XV-1904), wherein it is stated that a person's success in a performance is the joint product of his "g" and "s," his ability in general and his specific ability for the activity in question.

In our work at Antioch we have found general ability to be such a large factor in the teaching of specific activities that the necessity of increasing the individual's general ability was obvious if we were to be successful to the extent that we desired. As an instance —I had in my classes in tennis during the last year several students whose hand grip was too weak to hold a racket steady when hitting a ball after the first few minutes of play. All of the activities in the second year's class work are used because of the means they offer to give general physical development and ability to coordinate. Rigid standards of achievement have been set up in this phase of the work, which every student must meet satisfactorily before he is given a grade or credit for this part of the work, whether it takes one or three years.

3. The third year of class work was inaugurated in 1931-32. This consists in giving instruction in as many types of individual recreative activities as we have facilities to carry on. The word "individual" is used to qualify activities in which one or two people can engage. That this work is directly related to our objective is obvious. By it we hope to increase the number who participate in individual activities, increase the proficiency of some who have used these activities, and to add to the variety of each student's abilities.

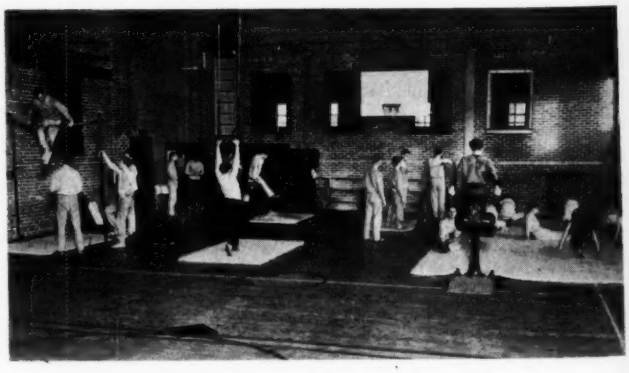
It might seem to the reader that this arrangement of instruction might be differently arranged to build up skills in the individual sports earlier. In actual practice this is done. Where we find a student's independent activities are not satisfactory and he has no knowledge of any individual sports, he is advised, and almost always is anxious, to take his extra activity outside of his scheduled class work, in one of the individual classes in tennis, golf, etc. Those students who have already developed ability, or those wishing to learn, to play golf, tennis, handball, etc., have the use of all the facilities owned by the college.

When this third year of class work was included, the fourth year of signing up independent activities was discontinued. Our present basis then is three years of class work. The student is required to spend two hours each week in class and two hours in some optional activity which must be recorded on a bulletin board. This total amount of time must be spread over a period of three days or more per week. The honor system has been used throughout the college for six years and has given little cause for question.

The types of activities for the three years of class work are tabulated below:

First Year	Third Year
Touch-football (M)	Tennis
Speedball (M)	Golf
Hockey (W)	Archery
Basketball	Handball
Volleyball	Boxing (M)
Softball	Wrestling (M)
	Fencing (M)
Second Year	Hiking
Soccer (M)	Canoeing Rowing
Apparatus & Tumbling (M)	Swimming
Wrestling (M)	Tap Dancing (W)
Track & Field (M)	Apparatus
Speedball (W)	Tumbling
Lacrosse (W)	Badminton (W)
Tap Dancing (W)	Deck Tennis (W)
(W)—women exclusively.	(M)—men exclusively.

Sophomore physical education class



Regular college credit is given for satisfactorily completing this course to the extent of one credit hour per semester. Also, since these classes undertake a very definite type of education, credit is given on the same grading scale used in other courses throughout the college. Every student must have six hours of credit in physical education to be eligible for a degree.

Indirectly, to aid in accomplishing our objective, there has been built up in the student body a general desire for self-participation in athletic activities. The college at the present time does not maintain any varsity sports; baseball, tennis, and fencing were voted out in 1931-32, and football, basketball, and track have also been eliminated *by the students* in recent years. In replacing intercollegiate competition, intramural sports have taken a firm grasp on the interest and enthusiasm of the student group. The basis of competition in men's intramural sports is between the halls of the dormitories. There are eleven halls, four upper class halls and seven under class halls, each having first and second leagues. The faculty men also have a first and second team in the upper class leagues, since the intramural program is supported from a small fee paid by all faculty and students. The women's intramurals are based on inter-class competition. Tournament play in golf, tennis, and handball, as well as a yearly swimming carnival, and track and field meet, for both men and women, are also sponsored in the intramural program.

A swimming contest—spring intramural water carnival

It is not unusual to see a much larger crowd to witness a play-off for the medals, in any intramural sport, than that which usually witnessed a varsity contest. Visitors had asked in concern about the traditional "school spirit," when during a varsity baseball game students were to be seen playing tennis, golf, or going off to swim or hike in the glen, rather than "rooting" for the team. These observations lend evidence to our belief that the majority of the students have established a liking for personal athletic activity while here at the college. This has been brought about chiefly by creating an environment which tended to encourage a student to make use of his own athletic abilities. The question arises: To what extent has this liking carried over into the student's cooperative work period?

The Study of Carry-Over Effects

The following are some of the results obtained in a study made to evaluate the effectiveness of the program in carry-over values as a basis for further improvement. They are not presented in an attempt to prove anything to the reader, but rather because we have an unusual opportunity to make such a study and believe it to be of general interest. This study is based on the assumption that if there is a carry-over on the cooperative job, there is reason to expect a carry-over after graduation. (See note at beginning of article.)

This assumption is made because it is believed that a student in New York City, Washington, or Chicago, for instance, earning his own living, working under the same conditions as the people all around him, is as truly separated from campus influences as he will be when he graduates.

The results shown here are taken from a study made of 122 students on the campus above the sophomore class. To make this study, a questionnaire was used wherein the students were asked to check from a list of 20 activities as follows:

(1) Those in which they received training in their high school physical education classes.

(2) Those in which they engaged for recreation before coming to college.

(3) Those which they used for recreative purposes while on the campus.

Intramural touch-football game

Women's intramural field hockey game

This information was taken to ascertain the number of activities with which the student was familiar as a basis for determining his ability to engage in active recreation during all seasons of the year. The second part of the questionnaire asked the students to give the following information about their cooperative jobs:

(1) Type of work (clerical, laborer, teacher, sales-clerk, etc.) and the number of working hours.
(2) Approximate size of town and facilities for recreation.
(3) Types of active recreation pursued with the approximate amount of time each day and the number of days each week.
(4) If no recreation is taken, some reason is to be given.

Some personal knowledge of the habits of the students by all of the members of the physical education department was our only check on parts (3) and (4) of the second section of the questionnaire.

Of the total 122 students, 84, or 68 per cent, take some kind of active recreation when on the job. The ideal situation would include only those taking some recreation each day; however, approximately 25 per cent of the positions held are of a type not conducive to seeking further activity at the end of the day due to long hours, walking all day, etc. (positions in department stores, sales promotion, laboring, etc.). Thus, recreation confined to week-ends has been included as indicating the student's awareness of a need for recreative activity.

Hiking is credited as an activity because a natural wooded glen of some 800 acres, which is a part of the campus, has fostered a genuine liking for tramping through the woods and country.

Table I shows the number of students according to class groups who participate in some type of active recreation while on the job.

It is apparent from the table that a greater percentage of men participate in activity than women (men—71 per cent; women—64 per cent) and that they also average higher in the amount of activity taken.

TABLE I

	Men					Women				
Year in college	3	4	5	6	Total	3	4	5	6	Total
Total No. in class	31	20	18	11	80	17	10	11	4	42
No. students taking recreation on job	20	14	12	11	57	15	6	6	0	27
Average No. hours recreation per wk.	3	3.2	4.4	4	3.6	2.2	1.6	2.3	0	2
Average No. of days of recreation per wk.	3.5	3.5	3.6	4	3.6	2.3	1.8	2.6	0	2.2

Table II shows the distribution as to the number of days per week activity was pursued. It is seen that the greatest number of both men and women engage in activity only two or three days per week. However, the distribution for the men is spread over the whole week, to a greater extent, than it is for the women.

TABLE II

No. of days per week Recreation is taken	1	2	3	4	5	6	7
Men	3	14	14	10	4	5	7
Women	8	9	8	0	1	1	0

Table III lists all the types of activities given by the students as those used for recreative purposes while on the job. The number stating they have used these

(Continued on page 60)

Three fields used by men for intramural touch-football and speedball games. At the left is the men's soccer field. A nine-hole golf course is laid out across the playing fields and fields shown in the background.

An Administrator's Philosophy of Physical Education

By

JOHN G. McNEELY

Supervising Principal,
Junior High Schools, Santa Monica, California

"PHYSICAL education is one of the administrative divisions of education. It is concerned with vigorous physical activities as distinct from the many other types of school activities. It is a profession when considered in its truest sense, having its own professional sciences based upon the foundation laboratory sciences of biology, chemistry, physiology, and anatomy and also the sciences of hygiene, psychology, and sociology. Physical education must be much concerned with the preparation of youth for work as well as for leisure, both present and future. Leisure is no longer the prerogative of the well-to-do, hence it is clear that this preparation must be made available for all."

The *Sixth Yearbook*[1] contains the above statement. Any statement of a philosophy of physical education will naturally reflect the general philosophy of education and of life itself held by the one making the statement, because we no longer consider physical education as a special subject to be engaged in by those who choose to elect it. Instead, it is now legally a part, and a very vital part, of our educational program. A philosophy of physical education must rest as does the philosophy of education in general on the fundamental propositions.

1. Physical education is for everybody, without regard to social, political, religious, or racial status.
2. Physical education will benefit individuals in varying degrees according to their interests, aptitudes, and mental capacities.
3. Physical education functions only in activities and its present values are just as important as the so-called deferred values are likely to be in the future; or, to put it another way, physical education is a part of everyday life, it is a living subject.
4. Physical education to be really valuable will have to provide activities which satisfy the instinctive tendencies of the pupil, the instincts which nature herself has given the individual, the instincts favorable to the progress of society and the race.

The objectives of physical education judged by the literature on the subject are many and varied—too many to be listed here. A few will be chosen at random from recent statements made on the subject.

The *California School Code of 1931* defines the aims and purposes in the required course in physical education as follows:[2]

1. To develop organic vigor.
2. To provide neuro-muscular training.
3. To promote bodily and mental poise.
4. To correct postural defects.
5. To secure the more advanced forms of coordinating strength and endurance.
6. To promote such desirable moral and social qualities as appreciation of the value of cooperation, self-subordination, and obedience to authority, and higher ideals, courage, and wholesome interest in truly recreational activities.
7. To promote hygienic school and home life.
8. To secure scientific supervision of the sanitation of school buildings, playgrounds, and athletic fields and the equipment thereof.

[1] *The Sixth Yearbook*, Department of Superintendence, 1928, p. 457.
[2] *The California School Code*, Article VI, Section 3.732, 1931, p. 165-6

Educational aims should at least be compatible with educational philosophy. "Growth," "social efficiency," "culture," "economic efficiency" are often spoken of as the aims of education in general. To these should be added "health" and "physical efficiency."

Franklin Bobbitt in his book *How to Make a Curriculum* gives among others the following aims for physical education:[3]

The ability to utilize muscular exercise as a lifelong means of maintaining a high level of physical vitality.
The ability to carry one's self and to move and act with ease, grace, and precision.
The ability to relax physically and mentally at proper times and in proper ways.

Other objectives of physical education as stated in the White House Conference 1930 are:[4]

Promotion of normal physical growth and structural development.
Development of neuro-muscular coordination.
Development of emotional control and powers of expression.
Development of skill in, and love for, physical activities, preferably those of the out-of-doors, provide satisfaction that can be continued in leisure time in years after school is finished.
Developing and strengthening of such qualities of character as honesty, generosity, modesty, fairness, and loyalty in social contact through actual practice in games and sports.

PHYSICAL education is a phase of general education and as such, its objectives must be interpreted in terms of the objectives of education as a whole. While physical education in recent years has undoubtedly added some new objectives to our philosophy of education, I do not think of those as separated and distinct objectives in a special field but rather as desirable outcomes in the development of the child to which physical education has made a distinct and valuable contribution.

Personally I do not like to think of special and general fields in education. I prefer to think of all fields as a part of the general program, one as important as the other. All real educators are engaged in the same big job, working toward a common goal, and it is not possible to split a pupil up into sections with a specialist responsible for one section and only one section. Teamwork must be the keynote in education, as in business, if the best results are to be obtained.

[3] Franklin Bobbitt. *How to Make a Curriculum*, p. 166.
[4] *White House Conference on Child Health and Protection.* Called by President Hoover, 1930, Sec. III, Com. E, p. 229.

If physical education is really educational, as I believe it is, and not merely exercise, its objectives will coincide with those of general education although its tools and methods may be entirely different.

I believe there is abundant justification for providing an adequate personnel, proper equipment, and facilities for physical education on the basis of what it does in health and physical efficiency alone, but I am certain it has other, even more important, functions in the all round development of the child by which to justify its existence in the school program.

As a principal I am especially interested in the moral and social phases of education, and it is because physical education activities afford opportunity for experiences which are so natural and instinctive and lie so close to the heart of every normal boy and girl, that the teacher in this field holds an exceedingly strategic position and peculiar power in moulding the social and moral attitudes of young people.

Educators all over the country are beginning to realize this fact and are demanding men and women of fine character and ideals to fill these positions. Some years ago Dr. Angell, President of Yale, said: "I would rather have a man of questionable character in any other position than that of athletic coach, nowhere is the pernicious influence of a coarse or immoral man so serious."

In the secondary school, and especially in the junior high school, I believe the physical education teacher has opportunities in the field of social and moral development of children open to no other teacher. I have in my own experience witnessed a positive personality in physical education change the entire spirit and attitude of a student body.

THE child is a unit, an indivisible unit, and cannot be divided up for purposes of teaching—there is no moral compartment, no mental compartment, nor physical compartment, aside from the whole child. We cannot teach morals, develop mentality, or physique, as separate units—education does not work that way.

We are not teaching history, civics, mathematics, or physiology, we are teaching boys and girls; and the real teacher, regardless of the department he may be working in, knows that he is responsible for the whole child and that the various courses of study are simply conveniences or tools.

The teaching profession (I speak of the junior high school in particular) is loaded with too many subject instructors who think their job is to teach Latin, algebra, or history. These so-called subject experts, these disseminators of information are more interested in subjects than in children; they do not build boys and girls; they have missed their calling, and are a menace to the teaching profession.

Every real teacher feels a responsibility for the physical welfare of boys and girls and will cooperate to secure proper posture, proper lighting, ventilation, sanitary facilities, and in observing signs and symptoms that may indicate a departure from the normal. Every real teacher feels a responsibility for the boys' and girls' moral welfare. Every teacher, whether he recognizes it or not, is building attitudes; attitudes of honesty, courtesy, friendliness, fair-play, unselfishness, and self-respect, and attitudes determine character.

It is in this field of attitudes or character building that I believe physical education is doing its greatest work, or at least has the chance of doing its greatest good. While teachers, textbooks, apparatus, libraries, methods, etc., are important aids, the bare fact remains that "experiences alone educate"—that is one of the fundamental tenets of psychology. Accepting this principle that experiences alone educate, and that children learn only by doing, we must recognize the tremendous importance that motor experiences assume in education. Play is Nature's active and instinctive mode of education.

The playground, the athletic field, and the gymnasium are the laboratories where all types of experience may be had. Cooperation, friendliness, loyalty, obedience, self-control, fair-play, and many other moral and social values will have the opportunity for expression here.

Habits of cooperation are not acquired by studying social science, but by practice in cooperation on teams or in groups. Loyalty is not developed by reading about it but by actually helping to achieve the cause to which you are loyal. Self-control is gained in only one way and that is by being placed in a situation which constantly requires self-control as in team games. Personally, I believe that the athletic field is the laboratory where many of the finest traits of character can be developed under the right leadership, and in my opinion physical education teachers should be selected more for their personal character, their ideals and inspiring personality, than for their technical ability alone, which I fear has often been the determining factor in selection.

I am fully aware of the fact that no physical education program can or should be judged by what a few highly skilled students do in competitive games. As an administrator, I am more concerned with what else a pupil is learning in competition than the desire to win, which is an instinctive desire, and a perfectly logical and legitimate aim.

To evaluate the physical education program in Santa Monica, or elsewhere for that matter, you would need to know the answer to the following questions and these questions must, in my philosophy of education, be the same for justifying any subject in the curriculum, whether it be the fine arts, practical arts, foreign language, social studies, or physical education.

What does this subject contribute to the total sum of "The Good Life" in

1. Citizenship.
2. Proper use of leisure.
3. Health.
4. Morals.
5. Habits and skills.
6. Information and knowledge.
7. Attitudes and appreciations towards the finer and best things in life.

Unless a strong case can be made out for physical education on the points enumerated above, the subject has no place in the curriculum. Personally, I believe a very strong case can be made out for physical education, a much stronger case than for some of the subjects we still consider essentials in our curriculum.

Among the seven headings I have assigned to "The Good Life" or "The Full Life," if you prefer, leisure time is probably the most directly influenced by physical education. As our country becomes more industrial and our population more urban, there is increasing need to care for the leisure part of the day or year. Physical education cannot take the full responsibility but it can do a great part and its responsibility in this matter is constantly increasing. Teaching games which can be played by a few people at a time, such as golf, handball, tennis, swimming, and stimulating interests in hikes, camping, canoeing, fishing, etc., are a part of this program.

Health, of course, is most obvious, but morals form a close second. In fact, physical education, if it performs its full function, has a direct and valuable contribution to make to all seven principles listed.

A teacher of physical education cannot then limit his attention merely to bodily welfare. He cannot, if he does his job well, help but get from students desirable responses which concern other fields, and he cannot, as an intelligent and moral agent responsible for the whole welfare of his students, ignore the effect of these correlated responses.

ONE or two decades ago it would have been easier to measure results in the so-called physical culture course than it is at present. Then the only objective was in building up big-muscle activity and teaching formal skills. At present many other factors have to be considered. We are no longer concerned with drilling classes *en masse* to count or to music, or with the attainments of formal skills, but with a very much enlarged horizon in the whole field of health, physical education, and recreation.

Health education is emphasizing, instead of the attitude towards health habits, the functional health habits of selecting the best kinds of food, of keeping regular hours, of getting the proper amount of rest and recreation, of bodily cleanliness, and inculcating into the student his own responsibility in matters of health which affect him and those with whom he comes in contact.

The newer conception of the philosophy of physical education recognizes that mental health is a least as important to the individual's success in life as is physical health. A proper consideration of mental and emotional health is essential if one's life is to be a happy and satisfying one. To protect students from attempting things they can never hope to adequately achieve and thereby save them from the feeling of futility and failure is just as much the business of physical education as is the promotion of their general physical efficiency, and it is probably just as important. Competency to meet the problems of social life and to seek worthy leisure-time activities depends on self-confidence even more than it does on many of the things we usually stress in our classes in hygiene, such as wise selection of food, breathing pure air, going to bed at certain hours, etc. It is even believed by some authorities that "good posture may often be more dependent on a happy frame of mind than upon any exercises that a teacher can devise." Someone has said: "Let healthy people forget health, and they are more likely to retain it."

One of the most striking things in the development of modern physiology is its gradual recognition of the great value of those pleasurable emotional states which may be classified together under the abused word "joy," and of the harmfulness of the opposite emotional states—anxiety, sorrow, worry, fear, pain, and the like. The condition of happiness, of "joy," is that in which development is unhindered and flourishing; in which the functions are proceeding harmoniously; while worry, fear, unhappiness are the marks of the reverse condition of affairs; something is blocked and is going wrong.[1]

I am very definitely of the opinion that, before we attempt to measure the results in physical education in the Santa Monica Junior High Schools, what we first need to do is to secure the coordinated efforts of all teachers in an attempt to promote physical and mental health. I believe our tendency to diversify, to specialize, to break subjects up into compartments in the junior high schools is an unfortunate one. Instead of shifting the responsibility for mental and physical health to the physical education teachers, why should not homeroom teachers, general science teachers, social science teachers, and the administrative staff accept their share of the load?

As I consider the matter I believe it would be unfair to measure the physical education product at this time and charge up to the teachers in that department all the shortcomings which clearly should be shared with other departments.

ANY changes in the present program will undoubtedly have to be started by the administrators and as one, I propose to study this question more intensively and inaugurate changes calculated to give a better program and to more closely integrate physical education and other subjects now being offered in junior high schools. Any substantial changes in the present plan will have to be the result of a carefully constructed program of supervision.

Before it is possible to set up a supervisory program it will be necessary to decide on what principles of supervision we expect to follow.

Williams in his book on the *Organization and Administration of Physical Education* says of supervision,[2]

The supervisor and the teacher must cooperate. To make cooperation possible at least three things are necessary.

1. Common knowledge concerning the place of physical education in the school program.
2. Common knowledge and a sympathetic understanding of the function of the school in the life of the child.
3. Common knowledge of the common interest to be shared by both supervisor and teacher.

(Continued on Page 56)

[1]Herbert S. Jennings, *Suggestions of Modern Science Concerning Education*, p. 42.
[2]Jesse F. Williams, *Organization and Administration of Physical Education*, p. 122.

Del Rocio, a Bulenas of Andalucia

The Truth About Spanish Dancing

By

CAROLA GOYA

EDITOR'S NOTE.—Carola Goya is one of the most popular young dancers in the country today. An authority on the historical aspect of her art, she is a glamorous performer of its vital beauty. This young artist has already toured the country several times, and is at present on her way to the coast. Because of the authenticity of her dances, Miss Goya has been especially sought after by the schools and colleges and has been received with the greatest enthusiasm at Pennsylvania State Teachers College, University of North Carolina, Middlebury College, University of Michigan, Illinois Women's College, University of Delaware, Clark University, University of Utah, and Northwestern University.

This series of articles on dancing in all its many forms appears in HEALTH AND PHYSICAL EDUCATION under the personal supervision of Lucile Marsh. Next month's article will present the latest standards of the social dance.

FORTUNATELY the strong and unwarranted prejudice against Spanish dancing that has existed in this country for a long time is gradually being overcome. One reason is that during the last few years very excellent exponents of this delightful art have toured America, giving recitals of the real dances of the Iberian Peninsula as they should be performed and in such a manner that their fascination and beauty could be felt and appreciated by large numbers of understanding dance lovers.

The Jota in a costume of great antiquity rarely seen today

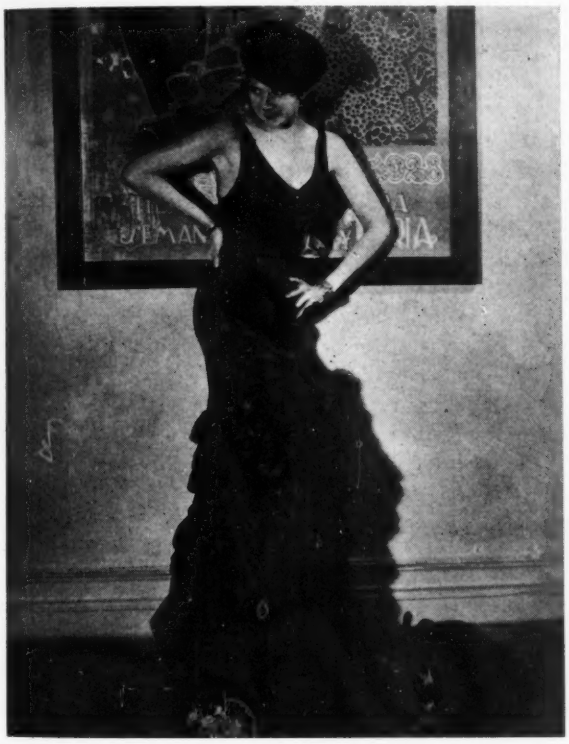
In spite of this, some prejudice still persists in many sections because people seem unable to realize that the so-called Spanish dancing they have seen in vaudeville and revues has very little relationship to the authentic dances of Spain. Most of these are vulgarized exaggerations, disguised to startle or shock the multitude, and are responsible for the belief held by many that Spanish dancing is essentially and necessarily gross and sensual and should not be seen by, nor taught to, children.

No idea could be further from the truth. The vulgarities which so often desecrate the Spanish dance are not inherent in the dance. They must be charged up entirely to the performer. While humanly vital, and filled with vigor and the exuberance of life, the Spanish dance, in the great majority of its manifold manifestations, is not of itself sensual. In fact, no other form of dancing requires more complete bodily

control, or greater discipline of mind and muscle. Then, too, being of greater variety than the dance of any other nation as to manner, mood, and emotion, it requires a greater range of technical expressiveness.

Spain is composed of twelve provinces and each of these provinces is made up of at least two and some of as many as five smaller sections. Each province, each smaller section, and many cities have their own dance or dances. Just as the topography, the language, the customs of the provinces differ one from the other, so do the dances and the costumes.

One of the oldest civilizations of the world is to be found in the Iberian peninsula. It is from the people who founded this civilization that the peninsula takes its name, for when the Greeks first went to what is now known as Spain, they found a cultured people whose origin has not been traced even to this day, and whom they called Iberians. Just why they were given this name scholars still disagree. Now, however, they are called the Basques. Their language, whose etymology is still a mystery, is completely different from that



The Fandangillo Gitano of Ronda, one of the oldest dances of Spain

spoken in other parts of Spain. Immediately east of the Basque provinces is Catalonia, topographically and characteristically different from its neighbor, with language and customs all its own. So, of course, the music and dances of these two provinces are as individual as are their other aspects. To the other side of *las provincias vascongadas* are Asturias and Galicia. Here again one finds the topographical, cultural, and lingual differences, and music and dances with characteristics peculiar to each section.

So it is with the other provinces of the Iberian peninsula, namely, Leon, Old Castile, New Castile, Aragon, Estremaduras, La Mancha, Murcia, Valencia, and Andalucia, all of which are gathered together under the one name of Spain, and all of whose dances are known as "Spanish." However, with all the variety in music, dance, costume, color, history, tradition, which is necessarily a result of the varied topography, climatic conditions, and historical background, practically only the Andalucian phase of the Spanish character with its music and dance is known to this country. And even Andalucia has been sadly misinterpreted and it is only natural that even now it should not be widely understood.

In southern Spain, where Andalucia is situated, the heat in the summer time is as severe as the cold in the north is in the winter. Peoples of all hot climates are somewhat languorous outwardly, but inwardly there is a smouldering fire that flames when aroused. Along with the characteristics born of climatic conditions, southern Spain still feels and shows the influence of the Moors, whose civilization in Spain was the greatest and most highly cultural that the country has ever known. Amongst the dances of Andalucia one finds the type called *zambra*. This is a gypsy dance which is marked most strongly with a Moorish or Oriental imprint. Among the other dances of southern Spain are those known as the *farruca, alegrias, bulerias, fandanguillo, sevillanas,* and *malagueña.* Valencia has its *Jota,*

In the Spanish Dance of Presentation called Espana Mia

which resembles the *Jota* of northern Spain, but is a little less vigorous.

In the northern provinces, where the weather is severely cold during the winter months, the dances are very energetic, composed of a great deal of running about, broad jumping steps, fast foot work, and quick dropping to the knee and up again. The people of this section wear heelless shoes, which make them seem to fairly fly as they dance. The most popular example of this is the above mentioned *Jota,* a fascinating and exciting dance in which one must be deft with the castanets as well as personally agile.

The Basques have sword dances and warrior dances that demand perfect coordination and precision of movement. Their speed, vigor, and brilliance would challenge the interest of any regular boy. In them there is a definite pattern, variety of movement and idea, and when well performed they are very thrilling. These dances require several participants, and the *Sardana* of Catalonia is also participated in by a number, although for recitals it can be done alone. Happily, there is a Basque society in New York City that is keeping alive the fine and vital dances of the native province of its members.

There are many other dances that can be taken part in by groups, large or small. It fact, there are no folk dances in the world more varied, colorful, and wholesome than the folk dances of Spain. Children find great joy in doing them. They are not only important from the physical point of view but there is, also, a wealth of culture in the study of their background.

One of the most misunderstood dances of Spain is the *tango.* The *tango* that is known in this country as being Spanish is not Spanish at all. It found its origin in the Argentine. The Spanish *tango* is done by a woman alone.

A festive peasant version of La Manica, a Jota Aragonese

Cadiz, one of the traditional classical dances of Spain

There are two essentials of the Spanish dance that are excellent for the development of a musical and rhythmic sense. They are castanet playing and "heel work." The castanets beat the time with one hand and ripple musically with the other. Virtuosity on these little instruments requires much practice and thought.

There are some dances, called *zapateado* that are composed of nothing but heel work. The manner of using the heels and their possibilities are little understood or realized in this country. To coordinate castanets, heels, body, arms, legs, head, face, emotions, and intelligence, all of which are essential to Spanish dancing, is a study worthy of only the most serious consideration. For young and old alike (for in Spain one dances from the time one is born until one dies) Spanish dancing is complete and satisfying from every aspect.

In Spain, dancing and religion are closely related, practically all the dances having been inspired through religious devotion. But it must not be thought that any of the dances thus closely related are ritual dances. The Spanish are an emotional race. Dancing to them is an outlet for their emotions. What they believe they feel intensely, and when they feel intensely, they naturally turn to dancing. On the fiesta days, the days of the Saints, during Holy Week, on the day of Corpus Cristi, on the day of Jesus del Gran Poder, during the days of *las Cruces de Mayo,* in fact on every sacred day, all Spain is to be found dancing its deep-felt

(Continued on Page 60)

Reminiscences of James Naismith

By

R. TAIT McKENZIE, M.D.

Professor of Research in Physical Education, University of Pennsylvania

A POWERFUL youth bestrides an unbound sheaf of wheat, while in one hand he holds a sheaf he has just bound. He throws it up in the air, stoops and binds the other before the first one comes back to earth, and challenges anyone on the harvest field to do the same thing.

That is one picture I have of Jim Naismith before he went to college. His small admirer had been sent to the farm during the absence of his father and mother from the manse, and the old stone house, with its verandas, garden and trees, built by Naismith's grandfather, Robert Young, and afterwards owned by his uncle, P. J. Young, was to him a second home.

Dr. James Naismith
Inventor of Basketball

Jim was the hero of many boyish exploits; spearing fish on the flooded flats in Spring by the light of the Jack filled with pine knots; hunting the dogs that killed the sheep, riding, rowing, working, and fishing in summer made the round of the life on the farm, with the winters in school at Almonte.

His challenge of the wheat sheaf was characteristic of his love of competition.

When he went to McGill in 1883 he made the football team almost at once, and the gymnasium also had its lure for him, for in his second year he won the Wickstead Silver Medal which carried the Junior All-around Gymnastic Championship with it.

When I came to McGill in 1885, two years later, he initiated me into the mystery of the first gymnasium I had ever seen; and two years later when I won the coveted Silver Medal myself, he was the winner of the Gold Medal, or Senior All-around Championship. The teacher was Frederic S. Barnjum, an English gentleman, a lover of horses and all forms of sport, and an inspiring teacher. He had come under the influence of Archibald MacLaren at Oxford and started a gymnasium in Montreal at 19 University Street, where the student classes met three times a week. He believed in promotion for merit, and when the class lined up before the bridge ladder, over which we went in procession, our hands grasping the sides or rungs, and progressing by steps or jumps backward and forward, he was accustomed to take the meritorious student by the arm and place him high in the line. At the end of the exercises the first ten were numbered, and next class day they lined up in that order and had to fight for their place each day. The pride of making the first ten was sufficient reward for the ambitious beginner.

The exercises on the ladder were followed by a barbell drill that never varied. The strife for perfection replaced the novelty of constant change in its hold on the students' interest and here again promotion to the front line was the incentive. The vaulting bar, the parallel bars, the horizontal bar, and the drill in Indian clubs, constituted the usual exercises of each class and the competition was composed of these exercises and marked by three judges.

Jim and I used to linger after the class and try stunts. In that way we learned the simpler forms of tumbling, the handspring, and the back and front somersault, and in the course of time we worked up a brother act enriched from time to time by surreptitious visits to a vaudeville theatre where there was usually a good acrobatic turn on the program. He was the under man, and I, being lighter, was top man. Many times he saved my neck by his steadiness. Our "turn" became a feature of the annual exhibitions, and on one great occasion when home from college we gave it during the Christmas holidays in the Town Hall at Almonte, as part of the program of the High School Concert. Our act ended in a Catherine wheel in which each held his partner's ankles, and by a series of dives rolled across the stage like a revolving wheel. We were accustomed to make six revolutions, but, unfortunately, the stage was small and we found ourselves across before we realized it and too late to stop. So we burst through the dressing room door in the wings and collapsed in the midst of the chorus of girls who were changing their dresses.

Naismith was completing his theological course at the Presbyterian College when I won the Senior Gymnastic Championship in 1889. That same summer Mr. Barnjum died and in the fall the University asked Naismith to take charge of the classes in gymnastics. We talked it over and he accepted with the understanding that I should help him in this unaccustomed work which both of us undertook with some misgivings.

This was the beginning of his work in physical education and a visit about that time of Alonzo Stagg, the hero of Yale, still further inflamed his interest. He finished his course, however, and I heard him preach from a Montreal pulpit more than once.

The call of his life's work became more and more insistent, however, and he soon left for Springfield where he came under the dynamic influence of Luther Halsey Gulick, and played on the Springfield College

(Continued on Page 55)

The Journal of
HEALTH and PHYSICAL
EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

E. D. MITCHELL, Editor
Contributing Editors

Mr. George B. Affleck	Jay Nash, Ph.D.
Miss Ethel M. Bowers	Mr. N. P. Neilson
A. D. Browne, M.D.	D. Oberteuffer, Ph.D.
John Brown, Jr., M.D.	Miss Ethel Perrin
William Burdick, M.D.	Mr. Lory Prentiss
Miss Rosalind Cassidy	Dudley B. Reed, M.D.
Frederick W. Cozens, Ph.D.	Frederick Rand Rogers, Ph.D.
Miss Ruth Evans	Mr. James Edward Rogers
Miss Mary E. Gross	Miss Mazie Scanlan
Mr. Strong Hinman	Mr. Carl L. Schrader
Mr. A. S. Hotchkiss	Mr. George T. Stafford
Allen G. Ireland, M.D.	Mr. W. K. Streit
Charles H. Keene, M.D.	Mr. Randall D. Warden
Miss Mabel Lee	A. P. Way, M.D.
C. H. McCloy, Ph.D.	Jesse F. Williams, M.D.

Vol. IV January, 1933 Number 1

The Substitution of Expedients

ONE frequently encounters situations in physical education in which there are inadequate facilities and undermanned staffs. The teacher who has to handle a class of one hundred boys or girls in a 40 by 70 gymnasium is confronted with problems that demand the utmost ingenuity and patience, to say the least. No wonder then that a certain school is planning to excuse all students of the eleventh and twelfth grades who can pass a satisfactory physical examination by the school physician and who can attain a grade of A or B in a physical efficiency test to be given by the physical director. No wonder that another school is planning to excuse *all* eleventh and twelfth graders from the physical education requirement.

Maybe these expedients are necessary, but there are other recourses that should come first. No situation should be considered lost for lack of assistant leadership until the resources of the students themselves to act in this capacity have been exhausted. The students considered for exemption on the proficiency rating plan are potential leaders. In fact, the possibilities of the physical education activity program to utilize youthful leaders are many and varied. No other subject in the school curriculum offers such opportunities to delegate responsibilities within the power of students to handle. The direction of other boys or girls in activities, the officiating of games, the organization of teams, the drawing up of schedules, the preparation of courts and fields, the checking of equipment, and the awarding of points can all be handled satisfactorily by selected students when they are given supervision by experienced teachers. The training of students to accept such responsibility is one of the most attractive educational features that the whole physical education program has to offer.

Whenever and wherever possible, the classes should be held outdoors, or at least half the class can be outdoors while the other half is exercising in the gymnasium. Or, the exemption plan may be modified to have the excluded students report for at least one period a week; a period in which the instructional emphasis is placed on the activities that have a "carry-over" value as healthful recreations. It is only after some proficiency is gained in these activities that a liking is formed for them and it is important that *all* students should form these permanent play interests.

A school in the situation under discussion should consider the advisability of substituting an intramural participation for attendance at one or more of the class periods. This is preferable to complete release from the requirement. If, for example, a school has three required periods per week it can well afford to accept an intramural participation for one of them; and, if a school has four or five required periods a week, it might accept intramural participation for two of them. On such a basis the Saturday mornings can be utilized and this is equivalent to adding an extra session when physical education is available. While the intramural participation by no means satisfies all the requirements of a physical education class period, it does, nevertheless, satisfy some of them, and, to that extent, the practice of partial substitution is justified. It is a question whether even under favorable circumstances it is wise to insist upon five class attendances a week in the case of a student who is to participate in vigorous intramural games once or twice a week after school.

Wherever schools do follow the plan of excusing the upper class students either in part or in entirety, they should feel it incumbent upon them to promote as extensive and varied an intramural program as is possible during the after-school hours. They should also inaugurate a noon-day program, stressing skill events and other forms of less strenuous participation. For it must be remembered that any plan which excuses the most proficient students is at the same time penalizing the students who like physical exercise the most. These particular students should have the opportunity to enjoy their favored pursuits the same as do the students who enjoy academic interests of a different nature.

The Other Labours

MYTHS have long since gone out of fashion. An age of science has no patience with the fantastic accomplishments of heroes who slay monsters and appease the gods with deeds of tremendous bravery. So when Herakles says to Eurystheus, "Have I not performed two of the labours? Have I not slain the lion of Nemea and the great water-snake of Lerna?" we are apt to be skeptical. For other but equally compelling reasons the King Eurystheus was not impressed for he says, "In the killing of the water-snake you were helped by Iolaos. That labour cannot be allowed you." The educational reason for all myths is doubtless found in Herakles' answer, "Tell me of the other labours and I will go forth and accomplish them."

These are days of discouragement. The work of years and the energy of many, that have gone into the building of a program for a better civilization, are being lost in some places. We are not allowed to use the gains of that labour. But these are also days of challenge. The meek may inherit the earth, but the fighters

come into possession of the difficult tasks that are given up by those whose mid-dorsal fin has a pronounced saffron color.

There will be interesting tales to tell and stirring moments for the listeners when the clans gather at Louisville in April. The usual myths will of course be related and we shall all receive with kindly courtesy those who wish to regale our milder moments. But we shall also learn of the exploits of the great athletes, the charm of brilliant dancers, the achievements of devoted research, the challenge of the old truths, the devotion of man to his concept of a better world. Nor will any of us call upon the boy Iolaos to confront the story teller, be he a teller of myths or a simple reciter of plain facts.

As the Greeks of ancient times hoped for good from the tales *about* god-like creatures, so in this annual convention of the American Physical Education Association may we not hope for good from the stories *of* god-like creatures. Physical educators today are saying with Herakles, "Tell me of the other labours and I will go forth and accomplish them."—By *Jesse Feiring Williams, M.D., Columbia University, President of the American Physical Education Association.*

The Future of Physical Education

FINANCIAL depressions have their uses. The present crisis will have served one good purpose if it induces physical educators to re-examine their programs in terms of objectives and results. For it is becoming increasingly apparent that we have too long exalted moral objectives at the expense of physical, and have failed to cast up a balance sheet of gains and losses. The future of physical education depends on correcting these two defects.

First, many physical educators have erroneously been led to believe themselves the chief or only character educators among teachers. In truth, every teacher is a character educator, whether for good or ill. Courtesy is taught in English as well as in football. Courage is learned in debating and shop work as well as in the gymnasium. Cooperation is a keynote in orchestral or choral music, dramatics, and laboratory science as well as in games and sports.

No, physical educators are not unique in their concern for the development of citizenship qualities. As contrasted with academic teachers, one special function is *the protection and development of a sound body.* This function is rightfully ours because of our training and also because of the pupil activities we direct. It may safely be predicted that the future of physical education depends on active acceptance of the responsibility for physical development.

When our programs are examined in the light of health objectives, we can make only a partial case for physical education. As a rule we have treated all pupils alike, or worse: we have tended to neglect those who most needed individual care, in order to concentrate on those who most needed to be let alone! Activities have been adapted to hypothetical averages instead of to actual persons. In short, there is no demonstration that physical education has any clear goals. Consequently, we have been vulnerable to attack and, if we have survived, it is not because of what we have accomplished so much as because of what our supporters —the educational philosophers, psychologists and administrators, and parents—have hoped we might accomplish.

In their hopes, our supporters are undoubtedly right, for no educational objective is as fundamental to life, liberty, or the pursuit of happiness as health, and no school program can improve physical fitness so effectively as can physical education. This is not to suggest that moral objectives be ignored or abandoned, but rather to propose that they be conceived as secondary in *time* to the physical objectives. That is, if any choice must be made by physical educators, we should develop physical efficiency *first.* And, after all, how better can any teacher serve the moral well-being of his or her pupils than by protecting their physical well-being?

A second change necessary to realize our prepotencies as physical educators is in the field of measurements. In the past, we have generally failed to cast up balance sheets to determine whether our pupils improved or declined in health or moral character as a result of our programs. In a word, we have been more interested in methods than in ends.

Now, it is axiomatic that orderly progress toward any remote goal depends on measurement. The physician diagnoses his patients before prescribing: that is, he measures them. The academic teacher gives preliminary examinations before entering on any program of teaching, and re-examines the pupils at frequent intervals to determine their progress and her success. In other words, she measures. But year after year physical educators have presumed where presumption was preposterous. Each of us has presumed that his own pet methods were effective, and most of us have conducted our teaching as though pupils were alike in needs for physical activities and that progress was inevitable, or at least not worth determining. Such presumptions sorely need to be proved if they are to be followed.

The future of physical education, then, depends largely on our active acceptance of health or physical fitness as a prime objective, and on measurements to determine our problems and success. We must examine our pupils regularly and repeatedly to determine their needs for corrective or restricted activities, for normal programs, or for the privilege of being excused from all compulsions because they can pass all tests. We must measure their progress, both to determine which are the best methods of achieving objectives, whether in health or social efficiency, and to justify the costs of our services and facilities. Finally, we must measure both needs and progress in order to clarify our own objectives and secure the personal satisfaction of sure knowledge that our work has been well done.—By *Frederick Rand Rogers, Ph.D., Dean of Student Health and Physical Education, Boston University.*

The Status of Physical Examinations

By

GERTRUDE E. MOULTON, M.D.
Director of Physical Education for Women, Oberlin College

THE PURPOSE of the examination should be recognized before any recommendations can be made as to its contents.* In 1896 Dr. Hitchcock said, "The ultimate and philosophical aim of anthropometry is to ascertain the ideal or typical man and this must be the result obtained before we can do our best work. . . We want to be able to tell normally developed people what deficiencies they have . . . and how their best development can be brought about." Later he said, "Now that we have these data we may be able to . . . tell him what he may expect to measure, weigh, blow, lift, push, or do if he be an average college student and wants the *mens sana in corpore sano*." (6‡-p. 42)

In 1930, Bovard and Cozens say, "While in general our records made with tape measure have long since given way to medical examinations, we must also recognize the values of some physical measurements (6-p. 50). They suggest the measurements of value in a physical examination are height and weight (when interpreted by suitable tables), lung capacity, photographs, or silhouettes, plus other measurements useful in research but not yet showing sufficiently high correlations with definite conditions to be valuable in routine examinations.

In *Physical Education Activities for High School Girls* by the staff of the Department of Physical Education for Women at the University of Michigan (7), the medical and physical examinations and the daily inspections so overlap it is impossible to make a differentiation between the two.

Lippitt (8-p. 24) differentiates between the medical examination given by the physicians and the *orthopedic examination* which can be given by the teacher of physical education. She believes, that to be useful and not too tiring to the student, the examination "should be as brief and practical as possible." She says the measurements are . . . for the most part a waste of time both for the student and the instructor." The measurements she advises taking are height, weight, lung capacity, inspection for bad orthopedic conditions of spine and feet, plus a history of previous physical work and a physician's report.

Williams (11-p. 253) says, "The day for anthropometry in physical education is past . . . The emphasis will be upon dynamic and functional tests."

Morrison and Chenoweth (5) include in their examination for physical education teachers all the procedures common to physicians—inspection, palpation, percussion, auscultation, mensuration, and laboratory findings.

In the second symposium of New York University (9), the nature and scope of the health examination which the physical educator can make seems to include the examination for evidence of disturbances of glandular secretions, metabolism, mental and neurological disturbances, circulatory and lung conditions, skin diseases, eye, ear, nose and throat, dental conditions, and G-U conditions. Although thoroughly in sympathy with their general tenets, it certainly is not wise or feasible for any except experienced teachers who have studied far beyond their pre-service education to undertake the responsibility for such examination. The minimum examination (which we are to discuss) is the one that *every* teacher of physical education should be expected to make even in her first year of teaching.

We would all probably agree that *every effort* should be made to urge trained *individual* teachers to broaden their own examinations as opportunity offers and to keep accurate and carefully chosen data which can be published and studied by others. Especially would we agree that further experimentation or verification should be made along the line of tests. There will never be complete unanimity in a group of workers in this field. The differences are due to differences in interests. They will always exist and perhaps are an advantage to the profession rather than a disadvantage.

The following points should be our guide in giving physical examinations:

At any age level only those items should be contained in a physical examination which fulfill one or more of the following purposes:

1. To further or create interest in the student in her own physical welfare.
2. To provide positive information as to the present status of the individual in such measurements and conditions as can be largely controlled by exercise and hygienic rules of living. These measurements and observations should include those which are subject to change with changes in strength, health, and condition, and *which are to be followed up with instruction and subsequent examinations.*
3. To classify students with regard to strength, endurance, and remedial defects to the end that they may be safeguarded or referred to the proper sources for help.
4. To provide more data and information needed for research and study.

The minimum examination should consist only of those items which are expected of every physical education teacher regardless of whether or not a physician is available. The teacher of physical education is primarily an educator, not an examiner. It is her respon-

* Report given at the national meeting of The Association of Directors of Physical Education for College Women held at Mills College, July 17-20, 1932, by Dr. Gertrude E. Moulton of Oberlin College.

‡ Numbers in parentheses refer to bibliography at the end of the article.

sibility to use every opportunity that presents itself in her work as an educative opportunity. This is especially true in the physical examination.

Under the older order of things the physical examination consisted of from 50 to 100 separate measurements. Some examples are as follows:

97 *linear* measurements are listed by Wilder (p. 158—Lists of Usual Measurements) plus some general measurements as lung capacity, weight, etc.

61 measurements were adopted officially by the A.P.E.A. in 1885—(2-p. 48).

55 measurements appear on the Oberlin Charts.

33 to 50 measurements are recommended by Hastings (3-p. 13 and p. 58).

24 are suggested as "the ordinary anthropometric examination" by Wayman (10).

The committee of the A.P.E.A. is recommending a total of three accurate measurements viz., weight, height standing, and lung capacity, supplemented by 32 observations of judgment. They have omitted many of the measurements and items commonly found on the examination blanks. These include visual and auditory acuity, examination of nose, teeth, tonsils, throat, examination of thyroid, blood pressure, *heart rate before and after exercise*, lung conditions, abdominal and pelvic conditions, etc. The unanimous feeling of the committee was that it was very doubtful if these were the function of the average teacher of physical education, and if they were not, they certainly did not belong in the minimum examination. It is probable that the cooperation of the local physicians, even including school physicians, is more easily gained if there is a fairly clear line of separation between the two fields. The responsibility for the examination which will disclose *pathology* must be placed upon specially trained workers in the field or upon physicians, and the physical education profession should hasten any recognition of this by school boards, etc. The examination which the physical educator makes should be confined to those measurements which are used as a basis for hygienic instruction, and should not include those items which are aimed to discover organic lesions, especially those organic lesions which would be used as a basis for classification of students, including lung and heart conditions, abdominal conditions, etc.

We are only justified in using such items as form part of an educational procedure and will be followed up by instruction and subsequent examination. It is usually not possible to take the time to give a thorough discussion at the time of the examination, and even if it were, the student is usually not in a receptive mood at that time. If they are given during the first few days of school, her head is already in a whirl because of the many new impressions she is receiving. It can be done better in small doses, with an immediate opportunity for application of the remedial measures suggested; it can be done better if an opportunity is given first to put the student in the position of *feeling the need* of, or *wanting*, the information which will enable her to better her present condition.

From this point of view it is important to give those measurements which can be followed up within the amount of time allotted to the subject of physical education. A feasible procedure of follow-up which is carried on in one college is as follows:

Recommendations

I. HISTORY
1. Date of birth.
2. Disabling injuries as sprains, fractures, dislocations, etc., and illnesses or operations within last two years.
3. Menstrual history. (Age of beginning for High School only).
   Interval—Reg., days..... Irreg., days..... Duration, days..... Pain—Duration, hrs..... Days.....
   Amount: none, slight, moderate, severe.
   Region: abdomen, back, legs, others.
   Other symptoms: headache, depression, lassitude, fatigue, nausea, constipation.
   Treatment—bed: days..... hrs..... Heat, Medicine, Exercise.
4. Elimination—Daily? Yes..... No..... Feces: hard, soft.
   Laxatives: frequently, seldom, never.

II. EXAMINATION
Age..... Weight..... Height standing.....
Body type—Stocky, average, slender.
Per cent of deviation from average weight for height.
Lung Capacity.
Posture—profile picture, taken with a plumb line in the picture.
Antero posterior (taken from side).
Bancroft straight line test for weight distribution.
Weight: back, normal, forward.
Head: erect, forward—slight, medium, marked.
Shoulders: relaxed, normal, stiff.
Upper trunk: back, erect, forward.
Spine: Dorsal curve marked, normal, slight.
Lumbar curve marked, normal, flat.
Chest: exaggeratedly high, normal, low.
Abdomen: muscle tone—firm, relaxed.
Knees—hyper-extended, normal, flexed.
Lateral: (taken from back).
Trunk displacement laterally: L, R, none, slight, marked.
Shoulder girdle: R, L, shoulder: high, low: R, L, twisted back.
Scapulae: Prominence of vertebral borders: slight, moderate, marked.
Prominence of inferior angles: slight, moderate, marked.
Evidences of scoliosis: L, R, Dorsal Lumbar—slight, mod., marked.
Flexibility antero posterior: Lat., good, fair, poor.
Pain: Dorsal, Lumbar, Sacro iliac.
Feet—Walking posture, toes straight or out-toeing; slight, mod., marked.
Symptoms of weakness: pain, fatigue, burning.
Long. Arch—Pronation: (Feet together, distance between internal malleoli with heels touching or between heels with internal malleoli touching. Vertical height from floor to internal malleolus.)
Flexibility: poor, medium good (flexion of foot beyond rt. angles to leg.)
Anterior arch—callous: none, medium, marked.
Toe Extensors—normal, shortened.
Signs of improper shoes and habits: corns, callous, inside line straight—deviations, slight, marked, bunion, hammer toe, overlapping toes, compressed toes, shortened tendon Achilles.

Before the examination the students are met in small groups while the general plan of the examination is explained, directions are given, and they are then told that at a later date they will have an opportunity to study the results of the examination. After the ex-

(Continued on Page 57)

A City-Wide Winter Sports Program

By

RICHARD J. SCHMOYER

Director of Physical and Health Education
Public Schools, Lynn, Massachusetts

IN ARRANGING for the plans and organization of the first city-wide winter sports program which was held in the City of Lynn, Massachusetts, during the week of February 22, 1932, it was the hope of the supervisory staff of the department of physical and health education (public schools) to accomplish the following:

1. A recognition of the tremendously important fact that guidance must be offered to adults and children for the proper and adequate use of leisure time.
2. To supply activities which can be enjoyed by large numbers of children and adults.
3. To extend the lasting and worth-while influences of the schools into the community. This, we felt, could be done actively and directly.
4. To give the supervisory staff, the teachers, and the pupils an opportunity to serve the public. The program and influence of the department of physical and health education should not limit its program and influence to the school hours—it must serve the public.
5. To demonstrate the fact that mass programs can be carried on without the expenditure of any public money. That prizes for team and individual victories are not a criterion for the success of a program. That the public yearns for chances to *participate* in activities.

It happens that our city has natural resources for the development of leisure-time programs which must strive to reach *all* people. There are several ponds within the corporate limits of the city. One of these beauty spots, Flax Pond, was used for this winter sports program.

There is one element over which we had no control, the fact that in New England we do not have weather but *samples* of it. The sample of zero weather did not arrive until February 19 or thereabouts and by Monday, February 22 (the week of the winter vacation for the school children), the staff and teachers of the physical and health education department, police department, classroom teachers, and interested citizens were ready to contribute their time, energy, and interest to the success of this first winter carnival. No person identified with the program received any compensation of any kind, as our teachers are not paid during the periodic weekly recess periods.

We were so elated with the favorable results and enthusiasm of the skating features of last year's program that we have added events in skiing and snowshoeing for this winter's program during the months of January and February. These additional events will be as follows:

a) Events for skiing:
(1) Ski race on the level,
(2) Ski sliding for distance,
(3) Ski turning, right and left,
(4) Ski jump for height,
(5) Herring boning (progress up an incline).
b) Snowshoeing events:
(1) Race on level,
(2) Obstacle race,
(3) Distance race, hare and hound,
(4) Fireman's carry race.

We conduct these winter sports events as part of the extra-curricular program of our junior high schools. Skating, skiing, and snowshoeing are part of our regular program and not isolated activities. No special preparation is therefore needed to train the students for participation in the carnival events.

The mimeographed notices that go to junior high school principals and to physical education teachers from our central office contain the outline of indoor and outdoor activities for the months ahead. In the notice of December 1, 1932, there is the following material concerning the outdoor program for girls and boys respectively:

There will be *girls'* activities in the following skating events: 75-yd. dash; shuttle relay (individual) 35-yd. each way; relay race (rectangular) four girls to a team, size of rectangle to be 100 yd. long and 30 yd. wide; obstacle race; tandem race; and fancy skating. For fancing skating there will be three required events—(1) circle left to right, right foot, (2) circle right to left, left foot, and (3) figure 8. The number of entries per event will be announced subsequently.

For the *boys* there will be activities in skiing, snow shoeing, skating. If possible these outdoor activities should be carried on on an intra-school basis.

On an inter-school basis there will be: (a) 7th grade ice hockey teams, schedule to be arranged subsequently, (b) junior high school ice hockey teams on an inter-school basis, schedule to be announced, and (c) on a school basis the following events: (1) 100-yd. dashes; (2) shuttle (an individual) race, 50 yds. each way; relay race (rectangular) four boys to a team, size of rectangle to be 100 yd. long and 30 yd. wide; obstacle race; jumping for distance; and fancy skating. For fancy skating there will be three required events—(1) circle left to right, right foot, (2) circle right to left, left foot, and (3) figure 8. The number of entries per event will be announced subsequently.

The uncertainty of the weather places a burden on those who organize and administer outdoor winter sports programs. We minimize these difficulties, however, by the transmission of instructions, entry blanks, and any other information of the coming meets to the

FORM A

LYNN PUBLIC SCHOOLS

Administration Building, Lynn, Massachusetts

I. *City-Wide Winter Sports Program*

A. For: Children of elementary, junior and senior high schools or for the following age groups: 10 through 12 years, 12 through 15 years, and 16 through 18 years. All children of above age groups are eligible.

B. Time: A Saturday in January—dependent upon ice and weather conditions. As near Saturdays Jan. 16 and 23, 1932, as possible.

C. Place: Flax Pond—Burckes' Cove—Chestnut Street —also Hamson's Point, or some playground space which the Park Department through Mr. John Morrissey, Superintendent, will reserve.

D. Events: I. For: Elementary School Group, (10 through 12 yrs.)

1. 50-yd. dash boys (heats and finals).
2. 50-yd. dash girls (heats and finals).
3. 75-yd. partner (2 boys) dash.
4. 75-yd. partner (2 girls) dash.
5. Fancy skating—boys.
6. Fancy skating—girls.
7. Relay race, boys, 4 to a team (rectangular course).
8. Relay race, girls, 4 to a team (rectangular course).

Time of meet for elementary school group—on a Saturday in January from 9:30 to 12 Noon.

II. For: Junior High Group (12 through 15 yrs.)

1. 75-yd. dash boys (heats and finals).
2. 75-yd. dash girls (heats and finals).
3. 100-yd. partner race (2 boys).
4. 100-yd partner race (2 girls).
5. Fancy skating—boys.
6. Fancy skating—girls. For events 5 & 6 compulsory numbers: (a) r. ft. semi-circle, outside, L to R. (b) l. ft. semi-circle, outside, R. to L. (c) r. ft. circle, outside, L to R. (d) l. ft. circle, outside R to L. (e) Figure eight (in any fashion). Credit for additional individual events or stunts.
7. Relay race, boys, 4 to a team, (rectangular course) unlimited number per school.
8. Relay race, 4 to a team. (rectangular course) unlimited number per school.
9. Obstacle race.
10. Rescue race.

Time of meet for junior high school group on a Saturday in January from 2 to 5 P.M.

III. For: Senior High School Group (16 through 18 yrs.)

1. 100-yd. dash, boys (heats and finals).
2. 100-yd. dash, girls (heats and finals).
3. 100-yd. partner race (2 boys).
4. 100-yd. partner race (2 girls).
5. Fancy skating—boys.
6. Fancy skating—girls. For events 5 & 6, compulsory numbers: (a) r. ft. semi-sircle outside L to R. (b) l. ft. semi-circle outside R to L. (c) r. ft. circle outside, L to R. (d) l. ft. circle, outside R to L. (e) Figure eight (in any fashion). Credit for additional individual events or stunts.
7. Relay race, boys, 4 to a team (rectangular course) unlimited number per school.
8. Relay race, girls, 4 to a team (rectangular course) unlimited number per school.
9. Obstacle race.
10. Skate and jump—boys.

Time of meet for senior high school group on a Saturday in January from 2 to 5 P.M.

E. Officials for the above 3 meets will be announced subsequently.

F. Police protection will be solicited.

G. No boy or girl may enter *more* than *2* events in the elementary, junior and senior high school group.

H. Any type of skates may be used.

I. Entry blanks will be supplied to the schools.

K. For further information call:

RICHARD J. SCHMOYER

Director of Health and Physical Education

schools by members of the census and attendance department. In this way we are able to enlighten teachers, pupils, and public, and consequently at a moment's notice we are ready to administer the program because all parties concerned know the necessary facts.

The accompanying bulletin on the left was sent to the elementary, junior, and senior high schools. It reached the principal, the classroom, and the physical education teachers. It is marked "A" for convenience.

Another form (B) was used to give instructions to adults. This was sent to parents and adults through the school children. We depended upon the natural enthusiasm of children to arouse and stimulate the interest of the adults. We feel satisfied that the children made a good contribution to their parents in this respect.

FORM B

LYNN PUBLIC SCHOOLS

Administration Building, Lynn, Massachusetts

II. *City-Wide Winter Carnival*

A. For: Adults (18 yrs. and above).

B. Time: Wednesday, January 20, 1932, 7:45 P.M. (if ice and weather conditions are favorable); subject to change—watch newspapers.

C. Place: Flax Pond—Burckes' Cove—Chestnut St. also Hamson's Point, or some playground space which the Park Department through Mr. John Morrissey, Superintendent, will reserve.

D. Events: 2 age groups (a) 18 to 30. (b) 30 and over. 18 to 30 group:

1. 100-yd. dash, men.
2. 100-yd. dash, women.
3. 100-yd. couples' race (1 man and 1 woman).
4. Fancy skating, men.
5. Fancy skating, women.

For events 4 and 5 compulsory numbers:

a) r. ft. semicircle, outside L to R.
b) l. ft. semicircle, outside R to L.
c) r. ft. circle, outside L to R.
d) l. ft. circle, outside R to L.
e) Figure eight (in any fashion).

Credit for additional individual events or stunts.

6. Relay race, men.
7. Relay race, women.
8. Skate and jump, men.
9. Costumed skaters' event—fancy skating.
10. Hockey game between local amateur teams.

30 yrs. and over:

1. 100-yd. dash, men.
2. Fancy skating, men.
3. Fancy skating, women.
4. 100-yd. couples' race (1 man and 1 woman).

Effort will be made to supply radio music for this adult program.

E. Officials will be selected at a later time.

F. Police protection will be solicited.

G. Any type of skates may be used.

H. Watch newspapers.

Form "C" was used to educate the informal and promiscuous groups of hockey players. Many neighborhood groups of hockey players entered the tournaments.

FORM C

III. *City-Wide Hockey Game*

A. For: Junior and Senior High School Age Groups. Junior High School age group—12 through 15 yrs. Senior High School age group—16 through 18 yrs. All Children of above age groups are eligible for these hockey games.
B. Time: Saturdays, January 9, 16, 23, 30, Feb. 6 and 13, 1932. (If condition of ice and weather allows.)
10 to 12 A.M.
2 to 5 P.M.
C. Place: Flax Pond—Burckes' Cove—Chestnut St. also Hamson's Point, or some playground space which the Park Department through Mr. John Morrissey, Superintendent, will reserve.
D. Rules appropriate for these games will be issued subsequently.
E. Schedules will be announced at a future date.
F. Entry blanks and other information will be sent to boys of schools at a later time.
G. Competent officials will be selected.
H. Boys will furnish their own sticks and other personal hockey paraphernalia.
I. Pucks and portable goals will be supplied.

Entry blanks were provided for all interested. Three forms to correspond to the different age limits were sent to the school children. These entry blanks were returned, properly signed, to the Administration Building of the public schools. Each blank contained information concerning the events scheduled for the particular age group. A sample blank is given below:

LYNN, MASSACHUSETTS

City-Wide Winter Sports Program

ENTRY BLANK

(10-12)

(For boys or girls between the ages of 10 and 12 yrs. inclusive)

Name of Pupil .....Female
Male
(strike out one)

Address .....
School ..... Teacher .....
Age .....

Events. (Check (v) one or two events in which you desire to compete)

Events Check (v)

1. 50-yd. dash.
2. 75-yd. partner dash (2 boys or 2 girls—inside hands joined).
3. Fancy Skating
Compulsory numbers:
a) right foot semicircle, outside, left to right.
b) left foot semicircle, outside, right to left.
c) right foot circle, outside, left to right.
d) left foot circle, outside, right to left.
e) figure eight (in any fashion).
Credit for additional individual events or stunts.
4. Relay Race, 4 boys or 4 girls to a team (Teacher will insert 4 names).
1. .....
2. .....
3. .....
4. .....
No boy or girl may enter more than 2 events.

Blanks for people from eighteen to thirty years of age, and from thirty years of age over, were similarly sent to the homes of the pupils through the cooperation of homeroom and physical education teachers. These blanks contained all necessary information concerning the events scheduled for these age groups.

A separate entry blank was necessary for the entries of hockey teams. These provided spaces for the listing of the names of players, and of their respective ages, heights, and weights.

The Ice Carnival, when finally held, comprised three days of stirring competition. Sessions were held in the morning from 9 to 12; in the afternoon from 2 to 4 o'clock; and there was one evening session from 8 to 9:30.

Approximately five thousand people took part in the carnival. Many spectators were attracted to the various programs and a crowd of over three thousand people watched the evening events.

In carrying out the list of events, which are given below, the services of the physical education staff, of classroom teachers, and of interested citizens were enlisted. The clerk of the carnival was a member of the physical education staff. Police guards were furnished by the safety officer of the schools.

The Program

List of Events

Tuesday morning:
1. Boys' 50-meter dash—age 10-12 years.
2. Girls' 50-meter dash—age 10-12 years.
3. Boys' 75-meter dash—age 13-15 years.
4. Girls' 75-meter dash—age 13-15 years.
5. Boys' 100-meter dash—age 16-18 years.
6. Girls' 100-meter dash—age 16-18 years.
7. Running broad jump on skates—age 10-12 years.
8. Running broad jump on skates—age 13-15 years.

Tuesday Afternoon:

Hockey Games—(Two fifteen-minute periods. In case of tie two five-minute overtime periods allowed if necessary:
Alpine vs. Allstars—age 13-15 years.
Braves vs. Lynn Woods—age 13-15 years.
Randbears vs. Lakesides—age 16-18 years.
Arrows vs. East Lynn Eagles—age 16-18 years.

Wednesday Morning:
1. Boys' Partner Race—age 10-12 years.
2. Girls' Partner Race—age 10-12 years.
3. Boys' Partner Race—age 13-15 years.
4. Girls' Partner Race—age 13-15 years.
5. Boys' Partner Race—age 16-18 years.
6. Girls' Partner Race—age 16-18 years.
7. 200-meter race boys—age 10-12 years.
8. 200-meter race girls—age 10-12 years.
9. 200-meter race boys—age 13-15 years.
10. 200-meter race girls—age 13-15 years.
11. 200-meter race boys—age 16-18 years.
12. 200-meter race girls—age 16-18 years.
13. Running broad jump on skates—age 13-15 years.
14. Running broad jump on skates—age 16-18 years.
15. Fancy skating boys—age 16-18 years.
16. One-half mile race boys—age 13-15 years.
17. One-half mile race boys—age 16-18 years.

Wednesday Afternoon:

Hockey Games:
East Lynn Eagles vs. Alpines—age 16-18 years.
Lakesides vs. Pioneers—age 16-18 years.
Arrows vs. East Lynn Eagles—age 16-18 years.

Lynn Woods vs. Allstars—age 13-15 years.
Redwings vs. White Sox—age 13-15 years.
Black Sox vs. Randbears—age 13-15 years.

Wednesday Evening: (Adult Program)

1. 150-meter Dash—Men 20-40 years.
2. 150-meter Dash—Women 20-40 years.
3. 150-meter Dash—Men 40 years and over.
4. 150-meter Dash—Women 40 years and over.
5. Partner Dash—Mixed Couples 20-40 years.
6. Partner Dash—Mixed Couples 20-40 years.
7. Fancy Skating—Men.
8. Fancy Skating—Women.
9. Running Broad Jump on Skates—Men.

Thursday Morning:

1. Partner Races—Hand in Hand—Boys 10-12 years.
2. Partner Races—Hand in Hand—Girls 10-12 years.
3. Partner Races—Hand in Hand—Boys 13-15 years.
4. Partner Races—Hand in Hand—Girls 13-15 years.
5. Partner Races—Hand in Hand—Boys 16-18 years.
6. Partner Races—Hand in Hand—Girls 16-18 years.
7. Train Race, one contestant standing erect on skates, other contestant pushing first contestant, 2 contestant team.
   Boys 10-12 years.
8. Girls 10-12 years.
9. Boys 13-15 years.
10. Girls 13-15 years.
11. Boys 16-18 years.
12. Girls 16-18 years.
13. Obstacle Race, each contestant crawling through some obstacle, such as barrel, etc.
    Boys 10-12 years.
14. Girls 10-12 years.
15. Boys 13-15 years.
16. Girls 13-15 years.
17. Boys 16-18 years.
18. Girls 16-18 years.
19. Four in one, four contestants skating in a single file, one behind another, four contestants per team.
    Boys 10-12 years.
20. Girls 10-12 years.
21. Boys 13-15 years.
22. Girls 13-15 years.
23. Boys 16-18 years.
24. Girls 16-18 years.
25. Forward-backward race, two contestants per team, one skating forward with arms encircling another who is skating backwards.
    Boys 10-12 years.
26. Girls 10-12 years.
27. Boys 13-15 years.
28. Girls 13-15 years.
29. Boys 16-18 years.
30. Girls 16-18 years.

Thursday Afternoon:

Hockey games:

Pioneers vs. Lynn Woods
E. L. Eagles vs. Blackhawks
Arrows vs. Austins
Randbears vs. E. L. Eagles

In comparing the contents of the composite report with the lists of events specified on the entry blanks you will notice that many additional events were held. This elaboration of program was due chiefly to the enthusiasm and interest of the participants.

A feature of this civic program was the fact that very little money was expended. No prizes were offered. The colored torches (red and green) required for lighting the ice field during the progress of the evening events were contributed by a Lynn sporting goods company and by a private citizen. Despite the fact that no prizes were offered, the participants contested with the utmost of enthusiasm, demonstrating that the satisfaction of winning was sufficient honor to repay them for their efforts.

Following the conclusion of this very successful program we made note of suggestions for improving the occasion for ensuing years. It was suggested that floodlights be installed to improve the evening program, that fireworks be held, that the red and green lighting effect be elaborated upon, and that rinks with three-foot high boards be installed in order that spectators might be protected from the skating maneuvers of the hockey players. These ideas will be valuable when the planning of future programs is being considered.

In conclusion, we feel that the extra-curricular program of a physical education and health education department must reach *all students* and that it must regard the *parents* and *adults* as vital elements of the whole schedule of leisure-time education.

Left—The halt of a great thrill.

Right—A fine example of a Christiania turn.

Below—The last lap.

A Method for Teaching Community Health Organization in the Junior High School

By

ROSS L. ALLEN

Health Education Staff,
Rochester, New York

IT SEEMS to be a rare but fortunate opportunity for the health and physical education teacher in a public school to be asked by a subject teacher to contribute to his or her subject in actual classroom activity. The correlation presented in this paper came about by a social studies teacher asking the writer (a health education teacher) to "give a talk" in his 8B class in civics. This particular class had progressed in civics to the point in which various community factors were being discussed.

The health education teacher realized that a formal talk on the aspects of community health would probably be uninteresting to a group of boys and girls of twelve or fourteen years of age. Consequently, he devised the following means to interest each member of the class in this particular hour of community health. Each child was given a specific duty or rôle in the community. For example, one boy represented all the fathers in the community; another boy, all the infants; another, the Director of the Board of Health, etc. This will be further explained as one reads the actual "talk" that was given.

The following outline was written on the blackboard by the health education teacher:

Community Health
I. Board of Health
  A. Administrator
  B. Bacteriologist—Chemist
  C. Vital Statistician
  D. Epidemiologist
  E. Physiologist
  F. Publicist (Education)
  G. Sanitarians
  H. Doctors
  I. Nurses
II. Industries
III. Community agencies—County Health and Tuberculosis Assn.
IV. Chamber of Commerce, etc.
V. Department of Public Safety—Recreation
VI. Education

The actual talk which lasted fifty minutes follows:

I knew that this list of medical words would attract your attention. However, you will find their meaning very simple as we go on with our discussion of community health. Can anyone pronounce that fourth word? (Epidemiologist.) I bit my tongue the first time I tried. (In one class a boy raised his hand, arose with an air of confidence, and pronounced correctly the word, "epidemiologist"—I recognized him as the son of a pharmacist.)

It is a peculiar thing that a community should be interested in the health of the individuals who make up that community—particularly when some individuals are not interested in their own health. You will see why the community is interested in the health of each of its members as I progress.

This class will represent the entire population of the city of Rochester, over 300,000 people, I believe. This boy will represent all the fathers in the community, this girl, all the mothers, and this boy, to whom we shall refer as Chubby, all the infants and children of Rochester.

Probably the most well-known health organization in the city is the Board of Health which includes the following members (pointing to outline on blackboard). Today, John will be the administrator of the Board of Health. He is Dr. G. Dr. G., (speaking to John) you have been in this city for a good many years. You are appointed by the city officials of Rochester. Whether a city has a good administrator depends on the choice of the city officials, so you must know in voting for these officials their attitudes toward health and community health work.

Dr. G., (addressing John) you must have certain qualifications to be a competent health administrator. You must know thoroughly the aspects of community health. You must know how to choose wisely the various men in your health department (pointing to the outline). You will have to have some medical knowledge. Furthermore, you must be a good business executive—you must be able to obtain an adequate budget and spend the amount of money given to your department in the best possible way for the better health of the citizens, and you will have to "get along" with people in the city with whom you come in contact.

Dr. G. then proceeds with the selection of his staff. Robert, you are the bacteriologist, chemist of the Board of Health; your name is Mr. L. A bacteriologist is a man who knows disease germs just like you know your friends. He looks through a microscope and sees a small group of little organisms and says, "Why there is John Diphtheria or Bobby Smallpox!"

Mr. L. also knows a great deal of chemistry. If a

man in Rochester is crazy enough to drink iodine and dies (commits suicide), his relatives call the family doctor (Louis, you are all the family doctors, we shall call you Dr. Hubbard.) Dr. Hubbard gets permission to do an autopsy on the dead man—an autopsy is the dissection or cutting up of the internal organs of a man after he dies so that samples of the various organs of the body may be examined through the microscope. In this case they must also be examined chemically. (It really isn't as bad as it sounds!) Dr. Hubbard sends a piece of the stomach of the suicide to Mr. L., our chemist. After a series of tests Mr. L. discovers that there is iodine present in the stomach and reports to Dr. Hubbard the probable cause of death, iodine poisoning. Mr. L. doesn't stop at that, however. He goes to Dr. G. (the health administrator) and says that people may swallow iodine accidentally and that there should be something done to warn citizens that iodine is a deadly poison. Dr. G. agrees and suggests that there should be a skull and crossbones with the word "Poison!" on every bottle containing iodine. Thus, we have all bottles containing a poison marked appropriately.

Let us go to the next member of the staff. Mary, you are our vital statistician. This is what Mary does. She makes charts and tables of the presence of various diseases and the causes of deaths that are reported by Dr. Hubbard. For example, in November her findings show (written on blackboard)

	November	December
Suicide	1 case	0
Smallpox	1 case	13
Diphtheria	3 cases	3

Hers is an important position because she can check an epidemic (a wide spread) of disease if she is alert. Suppose in November that there is one case of smallpox. In December, 13 cases of smallpox (added to the chart on blackboard) are reported by Dr. Hubbard, our family physician. She immediately sees that something is wrong and that immediate action must be taken to stop the spread of smallpox. She reports the increase in smallpox cases to Bill (one of the pupils), who is our epidemiologist.

Bill, an epidemiologist, is interested in how diseases spread. He knows that most diseases spread by germs being in water, milk, and other foods; by insects (flies, mosquitoes); mouth spray; and hands. (List these on blackboard.) These germs find their way into the body, especially through the nose and mouth, by the routes I have just mentioned.

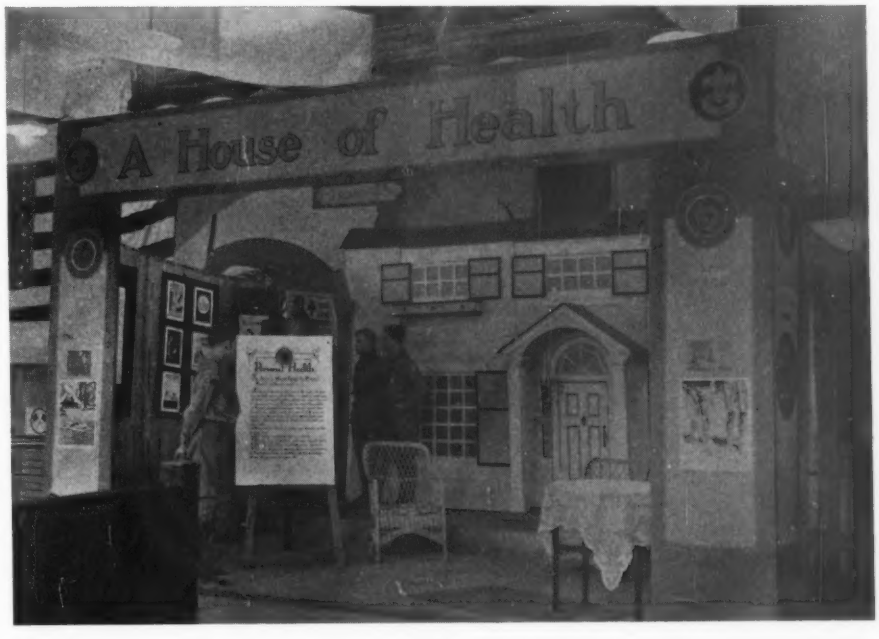
Bill considers this increase in the number of smallpox cases. He tests the water that has been used in the homes of the smallpox victims, and decides that the water is free of all smallpox germs; so he crosses out water as a cause of the increase in cases. Bill knows that smallpox germs do not travel by insects; so he crosses out insects. (Do so on the blackboard). He finds out that these people have not come in contact with any people who have had smallpox so he eliminates "mouth spray" and hands. "Mouth spray" is spray of saliva which goes through the air for a distance of three to five feet when one talks, sneezes, or coughs. You know some people who actually "spray" when they talk to you. You can get germs on your hands from shaking hands with people and then you might put your hand in your mouth, and perhaps, you may come down with the disease; so Bill crosses out mouth spray and hands. (Do so on board.)

All that is left is milk. He examines the milk supply of these thirteen persons and finds that their milk is contaminated with smallpox germs. He reports this to Dr. G. (pointing again to the student who is representing the health administrator), and Dr. G. stops all milk being sold by the dairyman furnishing these thirteen people until there is a test of the milk showing the absence of smallpox bacteria. If the dairyman refuses to stop selling contaminated milk, Dr. G. goes to the Department of Public Safety which includes the police, and they see to it that the dairyman does not sell any more milk until Dr. G. permits it. Dr. G. also suggests to other people who have been getting milk from this dairy that smallpox has been found in the milk and that they should be vaccinated to stop the spread of the disease. It may be necessary to quarantine an entire section of the city.

You have seen what Mary, our vital statistician, and Bill, our epidemiologist, are doing as members of the staff of the Board of Health. You also understand

(Continued on Page 53)

A Health Exhibit by Troop 45 of the Boy Scouts of Rochester.



Purchasing Points of Winter Sports Equipment

By

LENA WALMSLEY

Bates College,
Lewiston, Maine

NOTE: In view of the growing interest in winter sports such as skiing, skating, and coasting, the following article is offered by the Committee on Winter Activities (snow and ice) of the National Section on Women's Athletics of the A.P.E.A. with the hope that it might be of assistance to departments of physical education purchasing winter sports equipment.

IF YOU were to purchase a pair of skis or snowshoes for yourself, you would follow a somewhat different course of procedure than if you were purchasing for a group. Some points on which you would check would of course be identical and in general the principles are the same. Substantial materials free from flaws in so far as one can expect for the price paid, as good a fit as one can get, and completeness of essential parts of the equipment are principles which apply whether buying for an individual or a group. But in some details one must necessarily make adaptations based on the general average of the group which is to use the equipment.

The material of this article is based on the supposition that the winter sports material to be purchased is to be owned collectively by a group such as an outing club or department of physical education. This equipment may be used during class hours for instruction in winter sports and outside of class hours by any who are eligible to use this equipment. The department or club purchasing the equipment is also responsible for keeping it in condition. In buying for such a group it is necessary to keep in mind that people of varying weights and heights, of varying foot sizes and foot gear, of varying interests (in skiing, for instance, most will undoubtedly prefer hill running and cross-country while a few may be interested in jumping) will all be using the equipment. It is also important to remember that no particular user is responsible for any one piece of equipment. Several people may use the same piece of equipment in one day and even a very conscientious person responsible for the equipment may find it almost impossible to place accurately the responsibility for any damage to equipment. Because of this situation, equipment will receive hard usage, and should be of as good quality as you can possibly afford.

Skis, snowshoes, skates, and toboggans are the equipment needed for activities sponsored by outing clubs and departments of physical education. When purchasing for conditions described previously it seems to me highly desirable to insist first of all that the stock you are considering be the product of a reliable manufacturer. Local or well known sporting goods houses will be glad to give you their opinion on this. Next, I should personally inspect every piece of equipment before purchasing it, especially from a small local dealer.

Skis

Material—Of the snow sports, skiing is deservedly popular since it offers such a variety of activity, hill running, cross-country, jumping—the first two being learned fairly easily. Of the money I had to spend, I should certainly invest the greater part of it in skis. The materials of which they are commonly made are hickory, ash, maple, and pine. The harder woods naturally give the best service. Hickory is recommended for jumping, but a good quality of ash for such a group as we are describing would be most satisfactory. It is expensive though less so than hickory but correspondingly satisfactory for long and hard usage. Maple being a hard wood is next best and some qualities of hard pine are very satisfactory, and correspondingly cheaper. The lower in the price scale you buy the correspondingly careful you must be to check on the flaws and imperfections treated in the material following. Beware of soft pine. It splinters and warps easily.

Two young Norwegian girls, ages 14 and 17, who have made ski jumping records of 150 feet

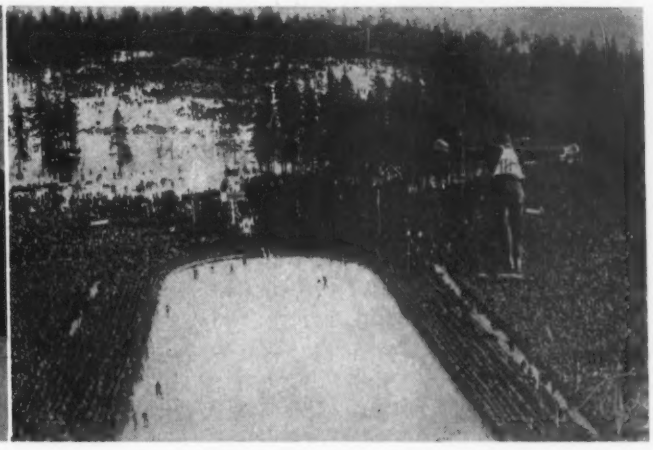
The grain of the wood is an important item for consideration. The grain should be wide and run parallel with the length of the ski. It is especially undesirable to have the grain run diagonally forward and outward.* The direction of the wear on such a ski when in use is directly against the grain and will cause splintering where the grain is exposed. It is much less objectionable if the grain runs backward and outward since this corresponds with the direction in which the wear comes.* A grain which runs diagonally across the ski will cause the ski to run in the direction of the grain.* The ski should be examined for knots and kinks.

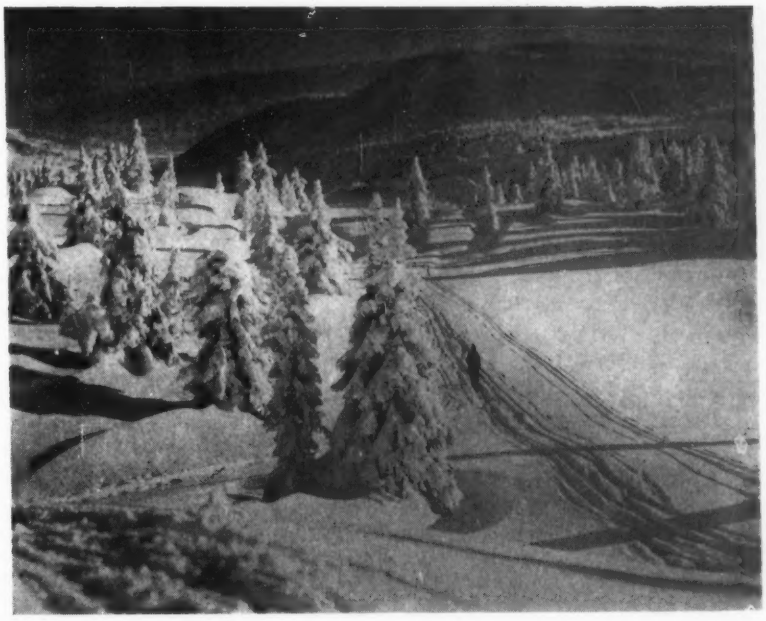
Type of ski—The groove on the bottom of the ski is for the purpose of preventing side slipping. Two and three grooves are used by jumpers. A single grooved ski is recommended for general use. This is best for cross-country and hill running, which appeals to most people, and can be used for small jumps.

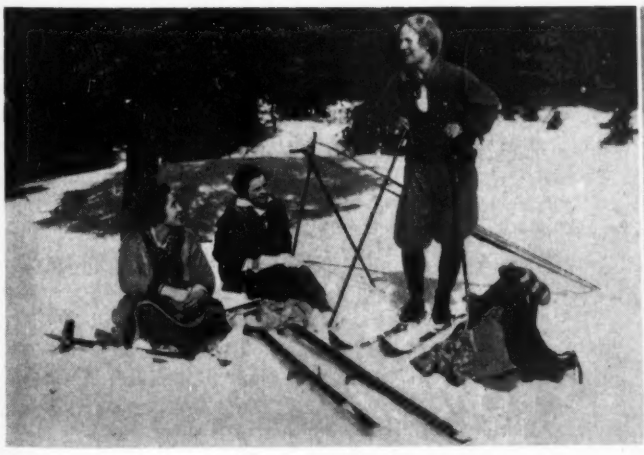
Shape of ski—When the ski is placed on a hard level

*Asterisk indicates that the material is illustrated in the *Winter Activities Handbook, No. 124R*, edited by the Women's Rules and Editorial Committee of the Women's Athletic Section of the American Physical Education Association, published by American Sports Publishing Co., 45 Rose Street, New York City.

Snow Scenes from Norway







Photographs by courtesy of Birger Berg

surface such as the floor of the gymnasium, there should be an arch from the toe to the back of the ski of about three-quarters of an inch directly under the harness. The upward curve at the front of the ski should be gradual. At the narrowest point the ski should be about 2¾ inches wide, and 3¾ inches in width at the front.

Finish of ski—Dark colors in the finish of a ski cause the snow to melt and freeze but more important still, cover the flaws of the wood and make it difficult to detect imperfections.

Length of ski—The length of ski is judged by the height of the user measuring from the heels to the tip of the extended arm and fingers. The average girl is probably about five feet, four or five inches in height. The arm extends above the head about another fifteen inches, making the height by which to judge the length of ski for the average girl, a little over six and one-half feet. If I personally were to choose between a ski which is a little too long or one which is a little too short, I would choose the latter. Most of the skis should be about this length, then, six and one-half feet, purchased for the average girl. If ten pairs of skis are to be purchased, I would buy six pairs six and one-half feet in length, one pair six feet, one pair five and one-half feet, and one pair of sevens and one of seven and one-half feet.

Price—An ash ski to meet all the qualifications listed above can be bought for seven dollars and seventy-five cents. This insures a ski of excellent quality ash, free from flaws, and with an accurate grain. Maple skis can be bought for less. It is obvious that the lower in the price scale one goes the more care one has to exert in checking on the above listed flaws. The wood will undoubtedly be inferior but with care in choosing, a satisfactory ski can be bought for less. Four dollars seems to me the lowest at which one could hope to purchase a ski that will stand up under hard usage.

Harness—The simple toe strap sold so frequently with skis is not adequate attachment. This question of type of harness is not an easy one to answer when so many people are using the same pair of skis. Ski boots with the harness fitted to the boot, using the Norwegian ski harness is undoubtedly the ideal arrangement. For class and group use the regulation harness is out of the question, for adjustment in width is sometimes a lengthy process and adjustment of the back strap is a slow process due to the stiffness of the leather used. The simple toe strap plus the use of a strong rubber band, slipped under the toe and back of the heel, as suggested by Miss Helen Drirer in her article in the 1931 edition of *Winter Activities* is a very satisfactory and inexpensive arrangement. The bands have a way of disappearing since there is no regular attachment to the ski. Several modifications of the regulation harness can now be purchased. Any of these are simple and satisfactory for group equipment. At the same time they lend themselves to quick and easy adjustment by the various people who use them.

Poles—A pair of poles should be purchased for every pair of skis. A bamboo pole with steel pointed tip, set in metal ferrule, with a bamboo or aluminum ring six inches or more in diameter, is a light strong part of one's skiing equipment. These can be purchased for about two dollars and fifty cents a pair.

Snowshoes

Type—Snowshoes are made according to the weight of the person using them and the purpose for which they are to be used. Snowshoes for speed in open country are long and narrow, with a very definite tail to them. Snowshoes to be used by woodsmen in the brush are wider and shorter having no tail. This type is known as "bear paw." A snowshoe of medium width and length suitable for general use and for a girl weighing about 130 pounds would measure about 12 inches by 42 inches. The toe of the snowshoe should have a definite curve upward—there is nothing meaner on which to try to walk or run than a snowshoe which has little or no turn up at the front. The harness of the snowshoe should also be easy of adjustment.

Material—Select wood as you would in a ski—grain running parallel to the shape of the shoe, free from knots and kinks. In the webbing look for uniformity in the width of the gut used, frayed or weak parts, and security of attachments.

Price—A first class snowshoe, A-1 in every respect, costs about nine dollars. As with the skis, satisfactory snowshoes can be bought for less if care is taken to inspect carefully every piece of equipment bought. Five or six dollars would seem to me a minimum to spend for this equipment.

Skates

This type of equipment does not lend itself readily to group ownership. Shoe skates are owned by many people nowadays, being much more commonly owned than either skis or snowshoes, that it hardly seems worth while for a club or group to invest in them. However, if purchased, the easiest solution of the problem would be to buy the detachable skates. These lend themselves much more readily to individual adjustment and would be most satisfactory if the type of shoe likely to be possessed by the average person were such as to support the ankle. Most people wear low cut shoes the year round and the person who possessed a higher cut shoe for hiking and mountain climbing would also be likely to possess shoe skates. The shoe skate therefore is the only solution to the problem. A wide shoe with broad toe space, lacing just above the ankle, with strong counters to which is attached a skate slightly rocker in type is a good all-round piece of equipment. The straight edge lends itself only to speed. The true rocker is for fancy skating, while the type mentioned above is good for either kind of skating.

A good shoe is most essential. I believe that many people become discouraged in the attempt to skate because they have poorly fitted shoes. I have known of one extreme case where the person with her own equipment could skate about ten or fifteen minutes at a time and then only with great strain on her ankles. The use of a well fitting shoe on the same day enabled her to

(Continued on Page 58)

A Progressively Arranged Apparatus Program

By

F. A. JOHNSON

Head of the Boys' Physical Education Department,
Wichita High School North,
Wichita, Kansas

(Continued from the December issue)

IN THE preceding article given in the December issue of the JOURNAL, exercises on the various pieces of gymnasium apparatus were arranged progressively for sophomore students. The first article also contained objective tests on apparatus which have been used successfully in the Wichita High School North and which permit the rating of students at the end of six-week periods. The present article will deal with progressive apparatus exercises arranged for junior and senior students.

Apparatus

Progressive Exercises for Juniors

Side Horse

(Note—Keep squads C and D on the more elementary exercises)

1. Front rest: squat through dismount.
2. Side vault right and left over croup and neck.
3. Side vault right and left over saddle.
4. Side vault right and left over saddle with ½ turns left and right.
5. Rear vault left and right over croup and neck.
6. Rear vault left and right over saddle.
7. Rear vault left and right over saddle with ½ turns.
8. Mount to right knee leaning rest, left thigh extended, mount to left side riding seat, right leg ½ left circle with ¼ left turn dismount.
9. Mount to left knee leaning rest, mount to left side riding rest, kneel on right knee, jump dismount from right knee.
10. Mount to right knee leaning rest, jump dismount from right knee.
11. Mount to right knee leaning rest, side dismount left.
12. At saddle, squat mount to left side riding seat, simultaneous change to right side riding rest, mount to knee bend rest, jump dismount.
13. Run, squat vault for height with and without ¼ and ½ turns.
14. Run, front vault, with and without ¼ turn.
15. Run, wolf vault without and with ¼ turns, and ½ turns.
16. Stand, left leg ½ right circle, right leg ½ left circle, dismount with and without ½ left turn.
17. Rest, right leg ½ left circle and ½ left turn, left leg ½ left circle dismount.
18. Stand, squat vault forward, retaining grasp, squat vault backward.
19. Stand, forward squat vault, backward, squat vault, front vault left with ¼ right turn.
20. Run, wolf vault right over croup with ½ turn, front vault right with ¼ turn to stand, side vault right.
21. Run, straddle vault.
22. Run, straddle vault to back rest. Dismount forward.
23. Straddle vault with ¼ turns.
24. Stand, left leg ½ left circle, right leg ½ left circle, dismount.
25. Rest, right leg ½ right circle, left leg ½ right circle, dismount with ½ right turn.
26. Squat vault mount to back rest, left leg ½ left circle, right leg ½ right circle to front rest, rear dismount.
27. Run, horizontal free rest, squat vault.
28. Run, double ½ left circle to back rest.
29. Run, double ½ right circle, back squat vault swing to front rest, left leg ½ left circle, right leg ½ left circle, and dismount forward.
30. Rest, right leg ½ right circle, left leg ½ right circle and ½ right turn to stand, squat vault.

Use Springboard and High Horse

31. Squat vault for height with and without turns.
32. Side vault.
33. Front vault.
34. Back vault.
35. Leap or jump to stand on horse, dismount with various leg movements and turns.
36. Straddle vault.
37. Leap over horse.
38. Thief vault.
39. Pike dive.
40. Run, horizontal free rest, squat vault to back rest, back squat vault, straddle vault forward.

Stunts to Add

1. Chest stand.
2. Shoulder stand.
3. Diving over horse.
4. Neck spring.
5. Head snap.
6. Back rest on near side—body circling backward touching toes and returning.
7. Pike dive for distance.

Springboard

1. Jump.
2. Leap right to both on end, jump with ¼ right turn. Same to left.
3. Same with ½ and full turns left and right.
4. Jump, clapping hands over head.
5. Same with hands under thighs.
6. Same with hands behind back.
7. Jumping sidewards.
8. Jump, clicking heels.
9. Jump, touching hands to toes.
10. Jump, touching hands to heels.
11. Use above exercises with jumping standard. Competition—jump for height; jump for distance; forward, backward, and sideward.
12. Dive.
13. Dive series of forward rolls.
14. Dive over objects.
15. Dive for height and distance.
16. Back flip with aid of two partners.

Elephant Leaping. Mats Over Parallels.

17. Jump to stand on parallels. Jump forward.
18. Same with ¼, ½, and full turns.
19. Same touching hands to toes.
20. Same touching hands to heels.
21. Jumping over parallels.
22. Side vault left and right.
23. Same with turns.
24. Front vaults left and right.
25. Same with turns.
26. Back vaults left and right.

27. Same with turns.
28. Straddle vault.
29. Straddle vault with turn.
30. Neck spring, with assistance.
31. Hand spring, with assistance.

Long Horse

1. Various vaults from the side diagonally—front, back, side, straddle thief, wolf thief, sheep, fencers.
2. Same with various combinations of turns.
3. Straddle vault mount to croup, saddle and neck, respectively, to cross riding seats, then various combinations of vault dismounts with turns.
4. Straddle vault mount to saddle, front leaning rest, straddle vault over end with and without turns.
5. Same to croup.
6. Knee bend position, straddle over far end.
7. Straddle vault mount to cross riding seat, front scissors. Same with back scissors.
8. Squat vault mount to stand, straddle vault dismount.
9. Straddle vault mount to stand, straddle vault forward.
10. Straddle mount to cross riding seat, front leaning rest, back straddle dismount.
11. Back straddle vault to cross riding seat at croup; various dismounts.
12. Same at saddle; various dismounts.
13. Forward straddle vault placing hands on horse several times in succession.
14. Forward straddle vault with and without turns.
15. Straddle vault mount to stand at saddle, backward straddle off end.
16. Squat vault mount to back leaning rest, front scissors, shoulder balance, dismount sideways.
17. Jump to stand in saddle, front leaning rest on neck. Squat vault forward.
18. Jump to stand; squat vault dismount at end.
19. Straddle vault using one hand only.
20. Squat vault with hands on neck.
21. Hands on croup, squat vault mount to stand on neck, head spring off end.

Additional for Seniors

22. Backward straddle vault.
23. Straddle vault to stand on neck, hand spring off end.

Parallel Bars

1. Swinging dips—eight times.
2. Cross rest, walk with hands across bars and return.
3. Cross rest, series of short jerks to end of bar.
4. Series of cross riding seats.
5. Rear vault left and right.
6. Outside cross seat on left bar, rear vault over both bars.
7. Same to right.
8. Rear vault left and right with ½ turn.
9. Run, front vault left and right.
10. Swing, front vault left and right with ¼ turns.
11. Outside cross seat on right and left bars, ½ right and left turns to leaning rest. Back vault left and right with ¼ turn.
12. Same with side vault.
13. Same with squat vault without turns.
14. Same with straddle vault without turns.
15. Series of cross riding seats ending with high front vault left and right.
16. Swing, front scissors, rear vault left and right.
17. Same with back scissors.
18. Cross riding seat, shoulder roll forward to cross riding seat; swing, front vault left and right with ¼ turns.
19. Swing, right leg cut off left leg to front vault left.
20. Same to other side.
21. Swing; at end of forward swing "cut" right leg backward outside right bar to position between bars (re-grasping right bar with right hand after the cut); rear dismount left and right.
22. Same with left leg.
23. Swing; at end of backward swing cut right leg forward inside of right bar; re-grasp bar with right hand after the cut.
24. Same with left.
25. Cross riding seat, roll up to shoulder stand roll left.
26. Cross riding seat, forward roll to cross riding seat, shoulder stand, roll forward.
27. Swing up to shoulder stand.
28. Cross riding seat, shoulder stand, back to cross riding seat, swing, front vault left and right.
29. End of bar, left cut left, right cut right to position on floor.
30. Left cut left, right cut right simultaneously to position on floor—double cut.
31. End of bar, left cut left, landing in cross rest position. (Regaining grasp with right hand.)
32. Same with right.
33. Both simultaneously—double cuts.
34. Swing from upper arm hang.
35. Swing from upper arm hang, upstart to cross riding seat, front vault left and right.
36. Upstart to cross riding seat, back roll, front vault.
37. Elephant leaping.
38. Swedish and Danish gymnastics.

Flying Rings

1. Hang, pull up to bent arm hang, alternate extension sideward of right and left arms.
2. Hang, pull up to bent arm hang, extend arms alternately, drop to mat.
3. Hang, rapid flexion and extension and flexion of thighs to front rest (toes touching rungs).
4. Flex thighs between arms, forward circle to hang in half lever without bending arms.
5. Back circle to back hang; repeat several turns in rapid succession.
6. Back circle to back hang, forward circle dismount.
7. Back circle to back hang; release right hand, full turn and re-grasp ring, drop to stand.
8. Back circle to back hang with head down, forward circle.
9. Pull up to bent arm hang, thigh half lever, release right hand, slowly drop to hang and re-grasp ring.
10. Backward circle to crow's nest; forward circle dismount.
11. Backward circle to crow's nest, straighten arm and opposite leg; forward circle dismount.
12. Hang, pull up to bent arm rest, one hand, then both; then push up to rest; drop to mat.
13. Front cut off left; front cut off right.
14. Double cut off forward.
15. Swing, work up with double step on floor on forward and backward swings.
16. Swing with arm bending on forward and backward swings.
17. Combinations.
18. Swing with ½ turns left and right at end of swing.
19. Combinations with bent arm.
20. Swing, flex thighs to front hang at end of backward swing; change to hang on forward swing.
21. Same flexing thighs to front rest on the forward swing.
22. Back circle to back hang at end of forward swing; start return at end of second backward swing, front dismount.
23. Back hang with head down at end of forward swing; return at end of second forward swing, rear dismount.
24. Swing crow's nest and return.
25. Swing crow's nest and change to back hang, dismount forward.
26. Swing, front hang at end of forward swing; cut left hand forward at end of backward swing, re-grasping ring.
27. Same with right hand.
28. Standing position; dislocation.
29. Double knee circle backward.
30. Pendulum swing with jumping standard.

Horizontal Bar

Chest High

1. Front rest; S.U.D.
2. Side vaults left and right without and with ¼ turns.
3. Back vaults left and right without and with ¼ and ½ turns.

4. Front rest, side vaults with turns.
5. Front rest, back vaults with turns.
6. Front vaults.
7. Front vault from front rest.
8. Side vault left and right to back rest; legs ½ lever forward; dismount.

High Bar

9. Hang, chin six times.
10. Hang, flex thighs and legs four times.
11. Hang, flex thighs and legs to ½ lever, abduct thighs, return to ½ lever and position. Repeat four times.
12. Hang, flex thighs and legs so that toes are touching bar.
13. Back hang and return.
14. Back hang with head down and return.
15. Back hang, release, grip of one hand turning around to ordinary hang.
16. Hang, back hang with head down, dismount backward.
17. Front rest, left ½ right back knee circle; S.U.D.
18. Same with right.
19. Front rest, left ½ right (reverse grasp) forward knee circle; S.U.D.
20. Same with right; S.U.D.
21. Front rest left ½ right, right ½ left to side seat; back double knee circle. S.U.D.
22. Run and jump to bent arm hang and back body circle to front rest; S.U.D.
23. Teach proper swing, rear dismount.
24. Swinging for distance and dismounts with turns.
25. Run, swing, releasing grasp of one hand and make ½ turn on each front swing, dismount with ½ turn.
26. Hang, flex arms to bent arm hang, back circle to front rest, drop to bent arm hang, back circle under bar to back hang.
27. Run and jump into swing; on front swings change grasp to reverse and on back swing to ordinary, dismount at end of back swing.
28. Hang, single knee leaning hang between hands, swing, forward knee mount to side riding seat, leg ½ circle to front rest; S.U.D.
29. Hang, single knee leaning hang between hands, knee mount, back knee circle to side riding seat; S.U.D.
30. Swing, left knee mount outside of left hand; S.U.D.
31. Same right.
32. Same left and right between hand.
33. Swing, at end of forward swing flex hips touching toes to bar.
34. Swing, front upstart.

Buck

1. Straddle vault.
2. Same with ¼ turns.
3. Spring landing on one and both feet in standing position; jump off forward with and without turns.
4. Side vault left and right.
5. Front vault left and right.
6. Back vault left and right.
7. Series of straddle seats.
8. Spring landing on knees on buck. Dismount forward off both knees.
9. Spring executing half turn, landing in sitting position (back rest) on near side; dismount forward.
10. For two bucks, any combination of above.
11. Front rest straddle vault.
12. No. 11 with ¼ turns.
13. Straddle vaults with ½ turns.
14. Front vault right with ¼ left turn.
15. Back vault right with ¼ right turn.
16. Kneel, dismount forward with ¼ turn.
17. Approach with hops and straddle vault.
18. Approach with hops and side vault.
19. For two bucks or more (five feet apart) No. 11 on each buck; No. 12-16 with straddle or side vaults over first; No. 17, 18 over first buck.

(To Be Continued)

WHAT'S IN A MAT?

OF GREATEST importance to the purchaser of GYMNASIUM MATS is the integrity of the manufacturer. What is inside the cover? Is the material and workmanship really what you expected? You must rely on confidence in the maker. When you buy genuine Narragansett Gymnasium Mats, there are no doubts as to material and workmanship. You will receive the same high quality that has characterized Narragansett Gymnasium Equipment for 50 years. A special soft finished 21-oz. duck encases full two-inch best quality new hair felt—a guarantee of long life.

Send at once for low factory prices.

GYMNASIUM APPARATUS STEEL LOCKERS

NARRAGANSETT MACHINE CO.

PROVIDENCE, R. I.

Factory: Pawtucket, R. I. **New York Office: 202 East 44th St.**

The Noon-Hour Problem

By

LOUIS KULCINSKI

State Supervisor of Physical Education, Illinois

THE NOON-HOUR activity program is a perplexing problem for school administrators. There is hardly a school that is not confronted with it. Some program to meet the situation should be attempted. Regardless of how meager the program, some noticeable results are obtained and, according to school executives who have tried various programs, the results justify the attempt.

Regardless of the number of students who remain in the building during the noon hour, it is usually necessary to have one or more teachers to supervise their conduct. Often the teacher acts in the capacity of a policeman. An organized program on a social recreation basis with a teacher in charge acting as a sponsor and leader would alter the situation or problem from one of pent-up mischief to one of wholesome and pleasurable educational activity.

The first requisite for a successful program is the teacher's sympathetic attitude. Coupled with this is the close cooperation of the principal and students. A second requisite is the proper approach and presentation to the student body. A third and essential requisite is a progressive and varied program, recreational in nature, that will hold the interest of the students and stimulate them to take an active part in its success.

There are numerous plans used to solve the noon-hour problem with unlimited types of activities. The following is the essence of what several schools are doing: "Forty boys and forty girls is the average number formerly running around the building without supervision. An informal program of semi-active games, stunts, contests, party games, health talks, eating habit instruction, social conduct, social dancing, square dancing, and table games is now carried on by the students after they have eaten their lunch. The students enjoy these programs and are becoming better acquainted with a noticeable disappearance of the bashful, restrained feeling previously observed."

The commonly used activities that make up an activity period or an extra-curricular program may be transferred to the noon hour to meet the problem of providing leisure-time activities.

The assembly program may be transferred to the noon hour and assigned to four classes; each being responsible for the program for one week of each month.

An intramural program, consisting of outdoor activities in the fall and spring and indoor activities in the winter (commonly provided for after-school programs), may be arranged for this hour.

Informal group games including some of those offered in physical education classes and those played in recreation centers provide useful social and adult activities.

A social hour that consists chiefly of dancing with music furnished by the radio or by the piano played by one or more students opens the way for participation in a practical and desirable social program.

The transfer to the noon hour of such extra-curricular activities as clubs, orchestra, band, dramatics, glee club, and debates suggests another solution for the noon-hour problem.

Most of the high schools are under an enrollment of three hundred. Many of these are in small towns and villages drawing the majority of their students from rural districts. In solving the noon-hour problem the school will double its service, provide wholesome and enjoyable leisure-time activities, and educate the students to direct their own social relationship.

THE following program is suggested because of its elasticity of adjustment to small and large groups and the possibility of including all the programs mentioned above. This gives a wide range of activity and eliminates the possibility of monotony and repetition. A wide range offers a better opportunity for each student to find during the week some type of activity in which he finds enjoyment. Thus it is likely that cooperation and participation of the student will follow. Such a program correlates with the physical education class program and extra-curricular activities. It offers the opportunity of using the noon hour for points toward a school letter via the point system. It suggests activities for picnics, parties, socials, and school and community functions.

Schools that have combination gymnasiums and auditoriums may have table games, floor games, horseshoe and target games on the stage while the gymnasium is being used for larger groups in the more active games. Schools that do not have the combination may use the assembly room or hall for the quiet games.

The organization of groups and activities must be worked out for each school. It is suggested that the squad arrangement be used whenever possible for convenience in promoting large group activity. In group activities suitable for both boys and girls the entire gymnasium may be used, while for those activities that are of the individual type it is suggested that the gymnasium be divided into halves, the boys using one half and the girls the other half. Each group may be further divided into squads of equal number determined by the number of activities used. The activities may range from five to ten.

Monday (Informal Games).

These games may be arranged into group, team, and individual games, alternating or combining them according to the available space. The individual games may be held on the stage or in the hall at the same time that the group games are being held in the gymnasium.

Group games: bombardment, beater, dodgeball, bombardment soccer, pin soccer, endball, and circle games.

Team games: tennis, hand tennis, handball, captainball, horseshoe, bowling, curling, three-court basketball, baseball, and circle games.

Individual games: checkers, pingpong, floor baseball, dart baseball, and table games. Christmas games offer desirable and suitable games for this group.

Tuesday (Social Games and Novelty Picnic Events).

Relays, stunts, and contests modified for indoor social activities may be worked into field meets. Charades, shadow pictures, and banquet table stunts offer a variety. Newcomb, longball, back to back, club snatch, modified duck on rock, horseshoe golf, croquet, curling, bowling, and other games can easily be modified for indoor or outdoor noon-hour activities. Novelty picnic events can be grouped into running, jumping, and throwing activities such as the following: three-legged race, spider race, crab race, sack race, duck race, obstacle race, backward race, barrel rolling, wheelbarrow race, horse and rider race, leap frog race, and potato race for the running events; backward jump, rabbit jump, barrel jump, vaulting broad jump, and three-hop balance jump for the jumping events; dart throw, weight throw, baseball target throw, rolling pin throw, pin bowling, and paper bag throw for the throwing events.

Wednesday (Skill Test Events).

Skill tests made up of the various elements of the regular class activities selected from the courses of each of the four years provides an activity for a part of the program. The selection of ten to fifteen measurable skills from five activities in each year based upon an average of the class performance is competitive in nature. Qualification may be used to determine part of the grade, which will tend to stimulate activity. Standing and running stunts for time and total number, baseball target throwing for pitching accuracy, baseball base throw for accuracy, base running for speed, batting accuracy to spots on field, volleyball serve to spot, basketball dribble and shoot for accuracy, speed floor pass and dual pass for speed, team passing for speed, shooting for speed and accuracy, soccer goal kick for accuracy and distance, team passing and goal kick, dual passing and goal kick are a few measurable skill elements that suggest a long and varied list. The girls' athletic association tests are suggested as suitable for both boys and girls.

Thursday (Individual Achievement Events).

Unlike the skill tests for Wednesday these are the complete skills that are measurable and are like the skill tests in that they permit individual competition. The selection of fifteen measurable events based upon

(Continued on Page 53)

The well-posted recreation supervisor has reasons for specifying

"GAM·BAL"

FOR catch-ball, volley-ball, basketball and most of the other games your young charges delight in, GAM . BAL, the all-rubber ball, is BEST. Its workmanship is of the highest grade, it inflates perfectly round, its weight is scientifically correct from the instructor's viewpoint. The WEBB label on GAM . BAL insures the athletic association and the pupils the most for their money . . . and that is why leading instructors specify GAM . BAL Remember, this ball LASTS LONGER!

Made in 6 Sizes

5 in.—6 in—7 in. 8½ in.—10 in— 12½ in.

Send at Once for Prices and Samples

The Bounce Is True

Notwithstanding that GAM . BAL'S price is moderate, its accurate shape gives it a scientifically correct bounce which cheaper balls, less carefully produced, cannot achieve. This seemingly trivial point, really, is the acid test of a good rubber ball.

Moulded from best Auto Tire Rubber fitted with New Improved Schrader Valve. Weight guaranteed scientifically correct.

THE VALVE'S THE THING!

C. B. Webb Co. 200 Fifth Ave., N. Y. City

Physiology

at the Service of Physical Education

Arthur H Steinhaus

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago.

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information. (Reprints of the Steinhaus series may be secured at a nominal cost from the A. P. E. A., Box 362, Ann Arbor, Mich., or from the author.)

21. The Effect of Exercise on Resistance to Disease.

IS ONE more likely to catch a cold or get pneumonia after strenuous exertion? Is it possible to check a beginning infection by a good "work-out?" Is a well-trained person less likely to contract an infectious disease than is a flabby person? Almost every person has some opinion on these questions but scientific investigations have to date failed to give a decisive answer. Dr. Anna M. Baetjer (1932) has reviewed the work of over fifty scientists who have given serious thought and work to these questions. I would refer my readers to her ably prepared paper entitled "The Effect of Muscular Fatigue Upon Resistance" and content myself here with a brief review of it and a few additional sources.

Three methods have been followed in tackling the problem. Many workers have used small animals, such as rats and rabbits, and inoculated them in various ways either before or after they had been exercised once or many times to the point of fatigue. Their results are far from uniform but the balance of data seems to indicate that if fatiguing exercise *follows* inoculation the animal is more likely to succumb than if the inoculation is followed by rest. If fatigue occurs *before* the inoculation, the animal's chances to avoid falling prey to the bacteria so introduced are also reduced, though not as much as when the exercise *follows* the exposure.

The second method employed in solving this problem, according to Dr. Baetjer, is that of studying statistically the sickness record of athletes and non-athletes. Too little of this kind of data is as yet available. One worker found that in a period of three years from 4 to 5 per cent of the boys in a school devoting much time to athletics suffered annually from pneumonia, while the boys in a neighboring school which did not promote athletics, as well as the faculty and employees of the first mentioned school, escaped entirely. Further, when precautions were taken to prevent boys with mild respiratory infections from engaging in sport until completely convalescent, no cases of pneumonia developed in five years. Another study on the longevity and causes of death in five thousand ex-college athletes indicated that they live longer and have a lower death rate from tuberculosis and perhaps pneumonia than men of the same age in the general population. It is easy to see the danger of drawing conclusions concerning the effect of exercise from data which do not permit separating the effect of exercise from those of the attendant exposure to cold or which fail to recognize the factor of selection of persons which the athletic program itself imposes. Frankly, this method of attack has to date brought us hardly past the question mark.

The third method of attack is one which seeks to determine what changes an exercise program induces in the quality or quantity of various agents usually associated with bodily resistance. Among these agents are the epithelial surfaces such as the mucous linings and skin; the antibodies such as antitoxins, agglutinins, bacteriolysins, and hemolysins; the alexines; the opsonins; and the various white corpuscles. Though again the evidence is also most discouragingly divided in this field of research, there is a little indication favoring the view that the various humoral agents are somewhat reduced by fatigue. The observed reduction in opsonic index is especially suggestive. It is well known that the white corpuscles have something to do with warding off disease. It is also established that during and after exercise there is a great increase in the white corpuscles of the blood. The count may rise to as high as 14,000 per cu.mm. At first this increase is due largely to an increase in the lymphocyte fractions but in extended periods of work the lymphocytes recede and the neutrophiles become relatively more numerous. During several hours after such strenuous work, the blood picture only gradually recovers from this absolute lymphopenia. The eosinophiles are also reduced. No one, of course, assumes that these acute changes in the white count represent actual production or destruction of these cells but rather merely a change in their distribution. It remains an unsolved question as to whether such changes affect resistance. The following questions may be asked. Does forcing the white corpuscles out of the tissue spaces, lymph nodes, and other possible reservoirs take them away from their most effective fighting ground? Or does their appearance in the blood represent a mobilization of these forces so that they may quickly go into service where most needed?

Dr. Baetjer concludes: "In view of the varying and indecisive character of the results so far obtained, one must conclude that muscular fatigue does not exert a dominating influence upon the activities of the defense mechanism of the body. Its influence must be of a minor character which can be revealed satisfactorily only by controlling the variable conditions that enter into such experiments."

There remains yet the question as to whether the process of physical training in any way modifies the resistance, i. e., is a trained man in general more or less susceptible to disease than an untrained one? Merrill and Howe (1928) found that rats which had been thoroughly trained before the day of injection, resisted the inoculation with pathogenic organisms much better than did untrained rats even when the fatiguing exercise was given after the inoculation.

Huntemüller (1929) studied the alexine or comple-

ment content of athletes' blood while Dobrowolny, his assistant, (1930) made similar studies on rats. They conclude that training increases this property and that strenuous exercise, such as the contestants at the Amsterdam Olympics engaged in, causes this alexine titer to be greatly reduced, sometimes for several days after the event. They contend that the untrained rats and men reach the exhaustion point before their alexine content is depleted. Thus they believe only highly trained subjects can drive themselves hard enough to endanger their health. This rather ingenious interpretation has suffered considerable criticism. (Unfortunately, Huntemüller's untimely death and the closing of his laboratory at Giessen has taken these workers entirely out of the picture.) In the first place, many immunologists deny the existence of any relationship between resistance to disease and the property which is measured when alexine determinations are made. Other workers have studied the complement and amboceptor titers (the alexine titer of Huntemüller incorrectly included both) separately. Thus Goldner, *et al.* (1930), found reductions in the complement titer after exercise but could relate it in no way to the degree of training, and Jokl (1930, '31, and '32) with a new and refined method studied separately the amboceptor and complement of many individuals before and after exertion. He found that these values fluctuated considerably in the same individual, that both were usually increased after short or long periods of exercise and that there was absolutely no correlation between the degree of training and the observed values.

In the face of these data, it is fair to conclude that physical training probably does not augment the body's *specific* disease fighting agencies. Whether the advantages which the trained body has in being able to postpone the onset of fatigue and in being able to maintain more effective vasomotor regulation with its consequent more effective blood pressure during work, in any way results in increased resistance due to more *general* factors such as better nutrition, though not clearly proven, is at least a fair possibility.

LITERATURE CITED

Baetjer, A.M., 1932, Physiol. Reviews, 12, 453 (contains all references not specifically cited here); Dobrowolny, C., 1930, Arbeitsphysiol. 3, 230; Goldner, M., H. Herxheimer and R. Kost, 1930, Zeitschr f. klin. Med. 113, 553; Huntemüller, O., 1929, Arbeitsphysiol. 2, 61; Jokl, E., 1930, Zeitschr f. d. gesammt. Neurol. und Psychiat., 129, 460; - - - - 1931, Zeitschr f. d. gesammt. Exper. Med., 77, 769, - - - - 1932, Klin. Wochenschr., 11, 417.

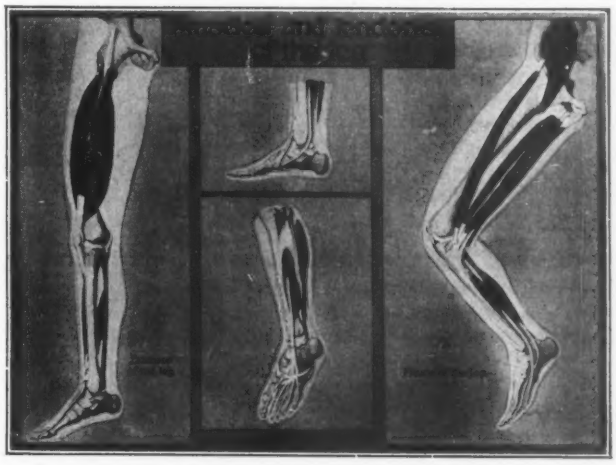
IN ALL ATHLETIC INJURIES

wherever there is acute inflammation in the tissues, the application of moist heat has been found to be good.

ANTIPHLOGISTINE — which supplies moist heat — when applied to a Sprain, Contusion, Muscle Bruise, Laceration, Charley Horse, Boil, or wherever there is an acute or subacute inflammatory condition, hastens the local reparative process and a return of the parts to normal.

The Denver Chemical Mfg. Co.
163 Varick Street New York

Antiphlogistine



No. 7456

CHARTS: The Chart illustrated is one of a series of 7 in our new Chart Catalog, for special use in Physical Education, size 26 x 35 inches, lithographed in natural colors, on muslin backed paper with wood rollers top and bottom.

Price Each $5.65

Catalogs Sent on Request

VISIT OUR DISPLAY ROOMS AND MUSEUM

CLAY-ADAMS COMPANY

Headquarters for Anatomical Charts, Models, Skeletons, etc.
25 East 26th Street New York

New and Larger Quarters Occupied by

CLAY-ADAMS COMPANY

Display Rooms and Museum Enlarged and Improved

The Clay-Adams Company is now located in new and larger quarters at 25 East 26th Street New York (corner of Madison Avenue) with an entrance at 20 East 27th St. where they are prepared to render even better and faster service in providing for your needs. The display room shows in a comprehensive manner a complete line of anatomical and physiological models and charts, human skeletons, obstetrical phantoms, etc.

The collection in the museum is under the direction of L. Alfred Mannhardt, formerly Associate Professor of Biology at New York University, and is open during business hours daily.

AROUND THE COUNTRY

WITH J. E. ROGERS

"A Brief Study of Junior High School Athletic Programs for Boys" is an interesting study made by B. E. Wiggins of Columbus, Ohio. Mr. Wiggins is making some very fine studies and this one ought to prove most interesting because the junior high school age in relation to athletics is a perplexing and intriguing one.

* * *

"Community Athletics for Girls and Women" is the title of the report of a survey of community athletics made by the Women's Division of the National Amateur Federation, 303 West 42nd Street, New York City. It contains interesting information, is attractively prepared, and will be sent to those who write to the publishers for it.

* * *

Superintendent L. W. Grant of Norwood, Massachusetts, writes of the experiment of adding physical education as an elective in the evening program for adults. It is interesting to note that immediately following the offering of this opportunity more than fifty women and fifty men enrolled for these classes, which are supervised by the members of the regular physical education staff. It is more than likely that the popularity of this department will spread to other communities.

* * *

About twenty-five per cent of pupils in junior and senior high schools of Philadelphia participate in after-school play and athletics.

* * *

The Board of Public Education in Pittsburgh, Pennsylvania, requires each high school pupil to be scheduled to Physical Education *four times each week*. Where facilities will permit these four periods are divided as follows:

1 period of formal work
1 period of recreational work
1 period of Hygiene
1 period of swimming.

In case the school has no pool, or where individual pupils have met the swimming test, a second period of "recreational work" is assigned. Some schools have worked out a schedule of *five periods* per week, this extra period also being devoted to "recreational work."

* * *

"Physical Education attempts to develop character through pupil activities which are predominantly physical in nature. It is an especially effective method of education because pupils are so positively active and because they are usually so vitally interested."—Frederick R. Rogers.

* * *

The controversy over whether college athletics affect the longevity of the students adversely or otherwise is to be settled as a result of studies now being made of the situation. Forty colleges and universities have cooperated with the Metropolitan Life Insurance Company to secure the histories of over 9,000 letter men of the class of 1905 or earlier. The sports to be covered are football, basketball, lacrosse, cross-country and hockey.

The work is at present in the hands of statisticians, who believe that the study will show the representative mortality of college athletes throughout the country.

* * *

"Differentiation of material cannot be done intelligently unless we have clearly in mind the basis on which grouping of children has been done. At the present time all are satisfied that the I.Q. alone is not adequate for this purpose, for it does not measure school work. Therefore, schools are taking into account previous accomplishments of pupils and opinions of former teachers."—Arthur Gould.

While corrective exercises are important for improving poor posture, sports have been found even more helpful. In the case of students at Harvard, it was found that of the freshmen who were obliged to take corrective exercises for poor posture those who took part in organized athletic sports during the subsequent three years showed much greater improvement in posture than those who did not go out for sports, the latter showing little if any improvement, according to a report in the *Boston Herald*.

* * *

Fifty per cent of those of high school age are now in high school, as compared with four per cent in 1890.

The fact is set forth in a national survey of high school education just completed by the Federal Office of Education.

Foreign languages and mathematics are on the wane as high school studies, physical education, and the practical arts are comng to the fore. The pupils of today have ten times as long a list of studies from which to choose as had their fathers. Development of adequate libraries in schools is another outstanding evidence of advancement in high school education.

Preparation for college, the high school goal in years past, is being displaced by an educational program that looks toward complete living while in school and after school days are over.

* * *

In recent years different universities and colleges have constructed fine women's buildings. The new women's gymnasium building at the University of Delaware is worthy of a visit. Outstanding features are the beautiful pool and the large vaulted dance room. Another feature is the individual open showers. Suits are laundered once a week. Miss Grace Hunter and her staff are developing a modern, progressive program.

* * *

The number of colleges and high schools providing for laundered towels and suits is growing throughout the country.

The Kenneth Square High School in Pennsylvania has a fine gymnasium and excellent facilities.

Wilmington, Delaware, has a series of new junior high schools with splendid physical education equipment. The outstanding feature at Wilmington is the fact that practically all of their elementary schools are platoon schools. Seven of the nine schools have two gymnasiums each, and also two playrooms, making four places where a physical education program can be conducted. Fine showers and bathing facilities are arranged. Excellent light and ventilation is provided. There are few cities the size of Wilmington that have finer facilities in the elementary schools.

* * *

As I travel over the country on the highways and byways, I meet many teachers actively on the job in gymnasiums and they ask about Carl Schrader. All of his former students at West Chester Teachers College, Sargent School, and Harvard testify that Carl was a "teacher of teachers." A. S. Hotchkiss, connected with the Tennessee Coal, Iron and Railroad Company's health and physical education program, has done much as a leader in the Southland for physical education. In the many schools in the different cities Mr. Hotchkiss has developed a splendid physical education program.

* * *

H. H. House, professor of physical education, Pullman, Washington, is taking his doctorate degree at New York University. His thesis will be in the field of tests and measurements for physical fitness and an athletic index. House also has just completed a splendid study of profes-

sional teacher training curricula and has set up ideal minimum four-year courses for both men and women.

* * *

Miss Amy Morris Homans celebrated her eighty-fourth birthday on November 15. Miss Homans is a national veteran leader and has made many fine constructive contributions to the growth of our profession. We all wish her a long, happy, useful life and congratulate her on her birthday.

* * *

Henry J. Schnelle has served as City Director for twenty years in New Haven, Connecticut. Twenty years of fine leadership in the same city has given New Haven a complete well rounded and well balanced program in health, physical education and play.

* * *

The United States Department of the Interior, Office of Education, gives the following figures for final returns regarding eliminations and curtailment in physical education:

Of 2,180 places, having a population of 2,500 and over reporting to the Office of Education, Department of the Interior, only 22 have cancelled the physical education programs of their schools and only 59 have curtailed their expenditures along these lines.

* * *

This year marks the 25th Anniversary of Dr. William J. Cromie's coming to the University of Pennsylvania in the Department of Physical Education and a testimonial dinner was given in his honor by his friends on Saturday, December 10, at the University Club of Philadelphia.

* * *

Some excellent outlines. George W. Shaeffer, director of health education in Fredonia State Normal School, has prepared some excellent outlines on "Sportsmanship in Basketball," "Alibis," and "Seven Principles in Athletics." We suggest that you write to Mr. Schaeffer for copies of this material. He also has copies of "The Alibi," prize essay of the high school essay contest conducted by the Chautauqua County Boys' Forum, which will be of interest to editors of high school papers.

* * *

The Wisconsin High School Interscholastic Athletic Association has the following recommendation in their code:

1. Not more than one overtime period is to be played by competing teams.

2. In case game remains at a tie at the end of the first overtime period the team having scored the largest number of points by field goals shall be the winner, final score of such game to be based on field goals only.

3. In case of tie after (2), each boy participating at end of overtime period is to be given one free throw and the side scoring the most will be declared the winner of the game. If one round does not determine a winner further rounds are to be taken until the tie is broken.

* * *

Last year Vermont organized a State Health and Physical Education Society connected with the State Teachers Association. Mr. M. L. Hard has taken an active part in building a professional spirit in Vermont.

* * *

Some people say that music, art, home economics, in education are the fads and frills. Dr. Payson Smith, Commissioner of Education, Massachusetts, well said that we should get rid of some of the sixteenth-century subjects and substitute twentieth-century subjects which meet modern needs.

Here is a quotation from one of the high school principals in Chicago:

"Strange as it may seem today, English was considered a fad in 1900. It has recently been proclaimed as an important subject, and it was required for at least three years in high school. However, there were many who said the course of study was better ten years before when grammar and rhetoric were taught. English was a fad, almost a frill."

In Stock and Made to Measure

A Tip to the Owner of a Tired or Extravagant Foot

Wear Dancing Shoes for All Day Comfort

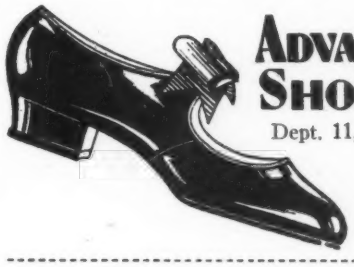
THE absolute comfort and support a dancing shoe gives makes it ideal for all day wear. Women who are on their feet for hours at a time are enjoying the luxurious eace they afford.

No breaking in is necessary. Moreover, you are assured the style and youth which people in the public eye demand. To order, simply draw the outline of your foot, and it is fitted by mail, from stock or made-to-measure. Years of meeting the demands of the theater has developed a skill which permits us to guarantee absolute satisfaction. Choose from these numbers:

Make your choice of low or medium heels, 1-strap or Theo ties. You get fadeproof kid lining, combination last, fine hand turned sole, a shoe that spells comfort. Sizes and half sizes in stock, 2 to 8, AA's to D's. Price, patent leather, black or white satin, $3.75. No charge for tinting satin to match sample. Patent in low heel only, price $3.50.

Order direct from this page.

Catalogue sent on request.



Leo ADVANCE Theatrical SHOE COMPANY

Dept. 11, 159 N. State St., Chicago

Branch:
6362 Hollywood Blvd.,
Hollywood, Calif.

Please mail catalog and measurement charts to

Name .....

City ..... State .....

School .....

Eastern District Association News

Compiled by Louis A. Alexander, University of Rochester, Rochester, New York

MAINE

Roland H. Cobb

The new officers of the State of Maine Society of Health and Physical Education are as follows: President, Mrs. Grace Clifford Howard, Brownfield; Vice-President, C. Harry Edwards, Colby College, Waterville; and Secretary-Treasurer, Miss Harriet Desmond, Thornton Academy, Saco.

The Maine State Teachers Convention was held in Bangor, October 28. The sectional meetings in physical education were well attended and the speakers were enthusiastically received. Dr. F. W. Maroney, Professor of Physical Education, Teachers College, Columbia University, gave an excellent address on "How the Physical Education Program Meets the Depression Needs." Miss Anne Frances Hodgkins, Field Secretary, Women's Division, National Amateur Athletic Federation, New York, spoke on "The Place of Play Days and Intramural Sports in Our Schools."

Group discussions for the Women's Division of the N.A.A.F. were most interesting. The topics and speakers were as follows: "Grade School Supervision," Miss Jean Oltar, Bangor; "Small High Schools," Miss Eileen Cassidy, Orono; "Private Schools," Miss Lura E. Hoit, Bucksport; "Large High Schools," Miss Viola Vanderhoop, Augusta; "Athletic Contests, Medical Examinations, Eligibility, and Teacher Training," Miss Helen A. Lengyel, University of Maine.

The Men's Coaching Section was conducted by Fred Brice and Philip Jones of the University of Maine. Mrs. Theresa R. Anderson, R. N., was in charge of the Nurses' section.

NEW JERSEY

Dr. Allen G. Ireland

The New Jersey Physical Education Society held its annual meeting November 12 at Atlantic City. The officers elected for 1932-33 were: President, John Sheps of Newark; Vice-President, Marion Burns of Leonia; and Secretary-Treasurer, Mazie Scanlan of Atlantic City.

The election of Miss Margaret Brown to the Presidency of Panzer College insures continuance of the high place that institution has won in the physical education world. Miss Brown's host of friends in New Jersey know that she will carry on in the same spirit and with the same zeal that the beloved Henry Panzer gave to the crowning accomplishment of a life devoted unstintingly to the cause of physical education. Her indefatigable energy, her inspirational leadership, and her idealistic vision of physical education offer unfailing security to the future of Panzer College. She has the best wishes and the support of the entire profession, to which the teachers of New Jersey, in a spirit of devoted friendship, add a cheery "Good Luck!"

Mr. H. Craig Morse, director of physical education in the Pensauken schools, has been appointed chairman in charge of the Block Aid plan for relief of the needy in that municipality.

Mr. Paul Shaffer of the Camden physical education staff has completed a Master's thesis for Temple University on the subject "Intramural Sports in the Public Secondary Schools of New Jersey." This study is of interest because of its thoroughness and completeness. Mr. Shaffer has drawn a very comprehensive picture of the intramural activities of 176 junior and senior high schools out of 214 such schools in the state.

Miss Margaret Millar has been named acting director of physical education for the Paterson schools since the retirement of Mr. Louis Kirsinger last June.

Standards in Physical Education is the title of a recent publication of the State Department. Copies have been mailed to all physical education teachers in the State. If you have not received yours, send your name, mailing address, and name of school district to the Division of Physical and Health Education, 1208 Trenton Trust Company Building, Trenton, New Jersey.

MARYLAND

Miss Naomi M. Lantz

In addition to the city-wide program of recreational activities conducted by the Playground Athletic League and other agencies in the city of Baltimore the Council of Social Agencies appointed a special city-wide committee, composed of representatives from different organizations, to prepare a character-building and a recreational program for the constructive use of leisure time to meet the particular needs of those who find themselves unwilling victims of the present-day conditions.

After a thorough city-wide study of existing conditions was made and the locations of vacant lots, halls, churches, and buildings which could be used for recreational purposes were determined, it was decided that one district should be selected where an experimental project would be carried out. Dr. William Burdick, Director of the Playground Athletic League, volunteered the part time of an experienced leader for the service of the committee. Features achieved were:

A. Two conferences of experienced social work leaders working in that district have been held for sharing and planning.

B. A plan was worked out for providing additional play periods under volunteer leadership for all ages at different centers.

C. Plans for recreational programs for adults to include educational talks, musicals, community singing, and motion pictures were worked out.

D. Volunteer entertainments were sent into different centers.

E. Sewing centers for mothers to come and sew for their families were established.

The experiment is still in its infancy, but as time goes on more volunteers will be enlisted and the work will spread from the district where the experiment began to city-wide activity for the people whose needs are greatest.

CONNECTICUT

Dr. Charles J. Prohaska

The Connecticut State Teachers Association meeting took place in New Haven, October 28, at which time the health and physical education sectional meetings were held in Hillhouse and Commercial High Schools. Following is a list of the speakers and topics discussed: Harold Woodcock of Yale, "The Yale Athletic Program"; Miss Ruth Evans, Supervisor of Physical Education in the Springfield city school system, "Changing Interests in Physical Education for Girls"; Dr. William H. Mandrey, President of Arnold College, "Physical Education in Prospect"; Dr. William A. Howe, Secretary-Treasurer, American Association of School Physicians, Albany, "Broader Aspects of the School Health Program"; Henry J. Schnelle, Board of Education, New Haven, and Marjorie Doty, Hartford Public High School, served as chairman in charge of demonstrations and discussions of physical education activities for boys and girls.

The Connecticut Congress of Parents and Teachers, with the cooperation of the State Board of Education and the Hartford Chamber of Commerce, sponsored a series of radio broadcasts over stations WICC and WTIC on the general topic of safety education. These programs were offered once a week during the months of October and November and leaders in education, insurance companies, and the police department gave excellent talks.

Safety, like health and character, must be lived in order to be learned. Our aim is to develop safety habits, proper attitudes toward safety, and a skillful body with a mind that will sense quickly and will react favorably. This means that children must be given opportunities to "do" rather than acquaintance with mere facts. They must learn to cross streets at crosswalks; to obey traffic signals and officers' instructions; they must learn where there are safe places to play as well as the proper things to play with; they must learn proper ways

of handling modern home appliances, thus avoiding dangers from electricity and gas; they must learn to be at home in the water before venturing in boats and water sports; they must learn to operate a bicycle safely, and skate in safe places before given full freedom of the streets. If we are to make the automobile safe for our sixteen-year-old operators they must be made more familiar with ways of operation, with rights of others, with the rules of the road. Practically every boy and many girls now enrolled in our high schools will sooner or later operate a motor vehicle. In many high schools as many as 40 per cent already drive cars. Most of these high school operators at the present time receive little or no instruction except that which they learn from other drivers. The accident experiences of state departments of motor vehicles relative to these younger operators has indicated that they need further instruction and more experience. Since the high school is organized to teach pupils to do better the worthwhile things they are sure to do in life, is this not a real challenge to our high schools?

Education for safety-mindedness is a way out. When the home and each community joins wholeheartedly with the school and state departments, the solution of the accident problem will be well in hand.

NEW YORK

W. W. H. Mustaine

A report from Harold W. Herkimer, supervisor of physical education in Niagara Falls, shows the excellent results of the school program in swimming for 1931-32, and reflects the emphasis given to swimming in the Niagara Falls schools for several years. That over 85 per cent of the 3,560 enrolled boys and over 73 per cent of the 3,194 enrolled girls from the third grade up can swim, is a highly commendable achievement. For junior and senior high schools only, these percentages rise to 95 per cent and 86 per cent for boys and girls respectively. The data submitted is condensed and shown in the following table:

Boys	No. Enrolled	Swimmers	Learned since September
Grades 3 to 6	961	695	323
Jr. H. Schools	1666	1574	239
Sr. H. Schools	448	426	10
Special Voc. etc.	485	352	127
Total	3560	3047	699
Girls			
Grades 3 to 6	833	429	223
Jr. H. Schools	1605	1357	331
Sr. H. Schools	245	234	27
Special Voc. etc.	511	317	156
Total	3194	2337	737
Grand Total	6754	5384	1436

Of these, 815 boys and 762 girls passed the Red Cross tests, and 94 boys and 52 girls earned junior or senior life-saving certificates.

Walter A. Granger, boys' director of physical education at Rye, recently presented an interesting report of the work of his department for 1931-32. Among other things, it includes a comparison of the health status of the boys of the seventh and eighth grades and high school in September and in June, as measured by the Physical Fitness Index, and gives the results of individual corrective programs for the school year. The report shows the data graphically, and also in the following tables:

	Grades 7 and 8		Grades 9, 10, 11, 12	
	Sept.	*June*	*Sept.*	*June*
No. pupils	122	119	126	140
P. F. I. Range	45–123	63–134	49–116	51–134
P. F. I. Median	81.7	102.4	85.5	99.3
Quartile 1	72.5	92.9	74.5	84.9
Quartile 3	92.0	114.0	96.3	108.1

The results of the boys' individual corrective programs were as follows:

Foot corrections:
Number of cases 51
Completely corrected, cases discharged 9
Showing marked improvement 10
Showing slight improvement 12
Showing no improvement 9
Unsatisfactory attendance account of conflicts 11

Other corrections including scoliosis, lordosis, kyphosis, head tilt, pelvic tilt, visceroptosis, shortened limbs as sequelae of infantile paralysis, etc.:
Number of cases 59
Corrected, cases discharged 28
Showing marked improvement 24
Showing very little improvement 7

Mr. Granger's report indicates that definite progress is being made toward the health objectives of his program, and illustrates indirectly the value of objective tests in classifying pupils and in judging results. The use of the P.F.I. is growing in our junior and senior high schools. As physical directors are becoming more skillful in administering this test, they are finding it a useful administrative aid, used in connection with medical examinations, in discovering the comparative physical fitness of pupils for physical activity programs, and thus in classifying them fundamentally according to their individual capacities and needs. The state office encourages such classification as a basic procedure necessary to a scientific organization of physical education departments. This of course is followed by a further adjustment of program content and methods in consideration of pupils' interests and skills. Directors who are giving these tests for the first time, however, do not appreciate the importance of careful testing, and there is still need to emphasize that proper testing technique be strictly followed and that accuracy and uniformity be stressed.

The new junior high school at Mamaroneck was opened this fall. It is a most attractive modern school building and includes excellent physical education facilities. A member of the state staff assisted Supervisor Edwin J. Storey and Directors Allen C. DeNike and Miss Ellis in giving the physical fitness tests to 453 seventh and eighth grade pupils in the new building. The median scores made by these pupils were P.F.I. 93 for boys and P.F.I. 97.5 for girls. Plans are being completed to provide properly differentiated programs of health and physical education for these pupils.

The professional course for the preparation of physical educators at Cortland State Normal School had been extended to four years. The courses of instruction and their organization into an integrated four-year curriculum are now being determined. After September 1, 1933, four years of training beyond high school, leading to a bachelor's degree or its equivalent, will be required for certification to teach physical education in secondary schools. This rule, however, is not retroactive, and certificates granted prior to that date will be maintained in force according to the regulations under which they were issued.

The fall meetings of the seven districts of the State Health and Physical Education Association, which is affiliated with the State Teachers Association, were quite successful. The district officers arranged interesting programs; the speakers were well selected and presented earnest, purposeful discussions; and the attendance was the best in the history of the organization. The executive committee of the association met in Schenectady on November 21 and heard reports from the several districts, discussed plans for future meetings, and considered several projects for increasing the association's service to the schools and to its members.

Lawrence A. Miller, supervisor of physical education in Gloversville, offers the following timely suggestion on the care of footballs, basketballs, and baseball and football shoes, which if followed will extend the service and greatly reduce the cost of these supplies. He says, "We buy only the best footballs and basketballs for our varsity teams. After each game our managers partially deflate the ball used and then *thoroughly clean it with saddle soap.* When restored to its natural color it is wiped dry with a rag or paper towel and put back in the

supply box. If cared for in this way a first-class ball will retain its color, shape, size, and life for several games instead of the usual single contest. We have some balls now a full year old which have been used repeatedly and still look new and meet the official specifications as to size and shape.

"We have also used this treatment successfully with baseball and football shoes. It is a great money-saver. We have done this for eight years and estimate a saving of about $1,000 for that period."

Syracuse University filled its inter-session in August with intensive three-week seminar courses in physical education for graduate students and physical educators in service, under general supervision of Dr. Ernest Reed, director of the summer session. The courses were actively directed by Dr. H. A. Jones, chief of the Physical Education Bureau of the State Education Department, who also taught the course in "Physical Education Organization and Administration." Lew Andreas and H. H. Clarke of the regular University staff conducted courses in "Athletics" and "Intramural Sports," and Dr. C. L. Brownell, Dr. F. R. Rogers, and W. W. H. Mustaine devoted one week each to the two courses in "Philosophy and Principles of Physical Education" and "Physical Education Tests and Measurements." The attendance and the interest shown by the students were most encouraging and indicate that a need is felt by forward-looking supervisors and teachers for just such opportunity for further professional growth.

The convention dates for the Eastern District meeting have been set for April 5-8 inclusive.

General headquarters of the convention will be at Hotel Kimball.

Pre-Convention College Tour

Due to the fact that Springfield lies in a centrally located position among a number of famous New England colleges, a special pre-convention tour has been planned in order to give delegates an opportunity to visit all the colleges in a comparatively short length of time.

The following colleges will be visited: Smith, Massachusetts State College, Amherst, and Mt. Holyoke. Delegates will be given an opportunity to inspect the physical education facilities of these colleges and to visit classes where they may be in session.

An evening demonstration by the Springfield College gym team will be given the evening before the convention opens, as a fitting climax to the pre-convention college tour.

Delegates will be given the opportunity to take this tour in specially chartered buses for a nominal fee or may drive their own cars if they prefer.

Visitation to Springfield Public Schools

Delegates are invited to arrive in Springfield on April 3 and will be welcome to visit during April 3, 4, and 5 in the public schools. On April 3 and 4 there will be informal visitations allowing delegates to visit throughout the public school system.

On Wednesday, April 5, visitation tours will be planned in order that delegates may see programs arranged according to group interests. The following tours will be planned for delegates:

1. A game program tour (particularly planned for those people interested primarily in recreation).
2. A dance program tour, which will give delegates an opportunity to see a cross section of the dancing taught from kindergarten through senior high school.
3. Elementary school tour.
4. Junior and senior high school tour.
5. Cross-section tour—elementary, junior, senior high schools.

BACK COPIES WANTED

The demand for back copies of the JOURNAL for the months listed below has not yet been met in full. 30 cents for each copy of HEALTH AND PHYSICAL EDUCATION for January, February, and November, 1931, and October and December, 1930, will be paid when they are received at the address below. We simply ask that they be wrapped securely or put in a large, heavy envelope. Address: AMERICAN PHYSICAL EDUCATION ASSOCIATION, Box 362, Ann Arbor, Michigan.

Mid-West District Association News

Compiled by B. E. Bayh, Supervisor of Physical Education, Terre Haute, Indiana

KANSAS

Edna McCullough

Our Mr. Strong Hinman, President of the Mid-West Section, is indeed a busy person these days. He has been giving a lecture on "The Olympics and World Peace," which up to date he has given thirty-eight times to high schools, colleges, and townspeople throughout this part of the country. Of course he is working especially hard to have a successful Mid-West Convention this spring.

Wichita North High School put on a big "Pow-Wow" on December 7 and 9. The girls of the physical education department use this method of demonstrating their entire physical education program. Miss Eve Lyman, Miss Florence Reitz, and Miss Helen Logan are the instructors.

Rhythmic Circle, the women's dance organization at K.S.T.C., Emporia, gave an interesting program on December 14. It is entitled, "A Dance Cycle Giving a Visual Representation of Rhythm—Primitive, Ancient, Medieval and Modern." About one hundred people took part. The music, art, and speech departments of the school cooperated in the presentation.

Miss Elizabeth Halsey, Director of Physical Education at the University of Iowa, and Vice-President of the Mid-West Women's College Directors Society, visited the department of physical education at K.S.T.C., Emporia, December 14.

Mr. Merle Henri, President of the Kansas Physical Education Association, announces that the North East Section of Kansas has increased its membership in the state association for the year by 300 per cent. It is his opinion that this increased interest is in great part due to the excellent leadership of Mr. Leslie M. Davis, Supervisor of Health and Physical Education in Kansas City, Kansas.

Your state correspondent for this section would like to take this opportunity to ask all Kansas members to send items to her for publication in the JOURNAL. Personal and department news items, programs and demonstrations, special activities and achievements, all make good news for the Kansas readers. Send any material to Miss Edna McCullough, K.S.T.C., Emporia, before the tenth of the month, for the succeeding issue.

MISSOURI

Henry E. Detherage

At the time of the annual meeting which was held on November 11, 1932, there was an excellent demonstration of physical education work done by the public schools of Kansas City. Their demonstration consisted of work from the elementary school through the senior high school and junior college. Mr. Anderson and his fine group of teachers are to be congratulated for the excellent progress they are making in the program of health and physical education.

After the demonstration the group adjourned to the auditorium where two very excellent addresses were given by Miss Mabel Lee, Director of Physical Education for Women, University of Nebraska, and Mr. Strong Hinman, Director of Physical and Health Education, and President of the Mid-West Physical Education Association, Wichita, Kansas.

Miss Lee stressed a physical education program for women, determined on women's needs. She stressed the fact that programs for girls and women must not be taken from the boys' programs and that the girls and women must not be neglected because of a greater interest in boys' athletics.

Mr. Hinman clearly showed the changes that have come about in our programs in his talk, "Physical Education Yesterday and Today." He very clearly showed how we have grown from a program for only a few and directed by a professional

boxer, wrestler, or baseball player, to a program for all, and taught by people who know the needs of boys and girls. He stressed the fact that our program is not a fad nor a frill, but is a most essential part of education.

At the Business Meeting the following officers were elected:
President—Ralph Wiley, St. Louis
Vice-President—Natalie Wilson, Columbia
Secretary-Treasurer—Henry E. Detherage, Jefferson City

Delegates to the Mid-West Physical Education Association Convention at Wichita, March 27 to April 1: Alfred O. Anderson, Kansas City; Muriel Lomax, St. Joseph.

Delegates to A.P.E.A. Convention at Louisville, April 26-29: Ralph Wiley, St. Louis; Mary McKee, Columbia.

The Secretary was authorized to publish a monthly bulletin and send to all members of the State Association.

The constitution of our association was changed by making the two preceding presidents automatically the two members of the executive council.

At 4:30 the group went to the Pla-Mor where they enjoyed a fine banquet followed by dancing.

The next meeting of the association will be held in St. Louis during the State Teachers Association Convention.

Two very important meetings are to be very near us next spring. On March 27 to April 1, the Mid-West Physical Education Association will hold a convention at Wichita, Kansas.

The American Physical Education Association will be joined with the Southern Section Physical Education Association, in the meeting at Louisville.

Both associations are near enough for many of the teachers in Missouri to attend. It is hoped that the physical education teachers will make plans now to attend one of these meetings. Both will have fine programs.

MICHIGAN

A. W. Thompson

Officers of the Michigan Physical Education Association are: President—W. Guy Morrison, Grand Rapids; Vice-President—Ruth L. Murray, Detroit; Secretary-Treasurer—Ethel McCormick, Ann Arbor.

The Physical Education District Chairmen for 1933-34 are: District One—R. D. Fraser, Detroit; District Two—Grace Ryan, Mount Pleasant; District Three—Lorimer J. Wilcox, Jackson; District Four—Reed Waterman, East Grand Rapids; District Five—Frances French, Boyne City; District Six—Dr. Mabel Rugen, Ann Arbor; District Seven, Christine N. Owen, Marquette; District Eight—Ralph T. Foster, Three Rivers.

District meetings this fall were held at Detroit, Saginaw, Lansing, Grand Rapids, Traverse City, Ann Arbor, Marquette, and Benton Harbor-St. Joseph.

Among the out of state speakers brought into Michigan for the meetings were James E. Rogers, National Physical Education Service; Clifford Brownell, Teachers College, Columbia University; and F. R. Rogers, Boston University.

The annual meeting of the Michigan Physical Education Association will be held at the time of the Schoolmasters' Club Meeting in Ann Arbor in April.

IOWA

Louis E Hutto

Karl Greenlee, President of the Iowa Physical Education Association, reports an increased enrollment for the year and memberships still coming in. The officers of the association waged a personal letter campaign after the annual meeting with good results. There is an increased feeling of professional unity over the state which is especially encouraging. Owing to the extensive economy campaigns over the state, the coming meeting of the legislature may be of special significance to the progress of physical education in Iowa.

The Des Moines Council of the P.T.A. is sponsoring a physical education exposition by the public schools for the dual purposes of raising money needed in P.T.A. emergency funds and at the same time demonstrating the value of physical education as essential to a sound, modern program of education. Prominent state officials and members of the legislature will be guests of honor. The school children will demonstrate work from their class programs for the purpose of raising funds to help keep children in school who otherwise might be kept away for lack of shoes, clothing, or a noon lunch.

ILLINOIS

Louis Kulcinski

In comparison with what other states are doing the accompanying statistics indicate that the schools of Illinois are taking their place with the leading schools of the country.

STATUS OF PHYSICAL EDUCATION IN ILLINOIS HIGH SCHOOLS

No. of Schools Answering— Total—670	72		60		223		172		143	
Enrollment	Over 500		300-500		100-300		50-100		Less 50	
Questions	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Does school have gymnasium	69	3	60	0	193	30	140	32	57	86
Is gymnasium used for physical education during the day	66	3	56	4	146	49	103	37	26	31
Does school have athletic field	52	20	54	6	149	74	98	74	44	99
No. of years physical education required Range	0-4		0-4		0-5		0-4		0-4	
for each Average	2		2		2		2		2	
pupil No. having Ave.	21		19		6		32		16	
Required both boys and girls	63	9	53	7	152	71	108	64	55	88
Periods per week Range	0-5		0-7		0-10		0-10		0-6	
Average	2½		3		3		3		3	
No. having Ave.	2		3		8		9		8	
No. full time Range	0-33		0-2		0-2		0-4		0-2	
teachers in Average	7		1		1		1		2	
P.E. No. having Ave.	4		12		9		1		3	
No. part time Range	0-13		0-4		0-5		0-3		0-2	
teachers in Average	3		2		3		2		1	
P.E. No. having Ave.	8		34		25		72		25	
No. combination health and P.E. teachers Range	0-11		0-3		0-5		0-4		0-4	
Average	5		2		3		2		2	
No. having Ave.	2		14		15		26		13	
Is physical education supervised by a coach	36	33	32	28	123	100	101	71	59	84
Is physical education supervised by special physical education teachers	45	25	16	44	21	202	7	165	1	142
Have you a four-year course of study	31	41	17	43	33	190	18	154	0	143
How much credit allowed toward Range	0-4		0-4		0-5		0-4		0-1	
graduation Average	4		1		½		½		¼	
No. having Ave.	4		20		15		9		1	
Method of Grading Pass or Fail	17		21		37		27		12	
Same as Academic	53		25		61		38		12	
None	2		14		125		107		119	
Have you a school physician	21	51	9	51	27	196	15	157	5	138
Are freshmen given medical examination	29	43	16	44	50	173	36	136	10	133
Are athletes given medical examination Before Sport	39	33	24	36	72	151	51	121	12	131
After Sport	10	62	7	53	16	107	9	163	4	139
Is physical education filled in first in the student's program	12	60	5	55	29	194	18	157	6	139
Average number of pupils in physical education classes	60		35		28		40		18	

At Last A Ten Pound
Tank Weight
for Red Cross Life Saving Test
$10
F.O.B. LaCrosse, Wis.
Metal core, vulcanized crepe rubber, well padded.

Sanitary, durable, water-proof, no more broken tile, no more bruises, gayly colored and easy to see.
SEND ORDER TO
W. J. WITTICH
Teachers College, La Crosse, Wis.

"How We Do It"

Educating the Public in Basketball

MOST of us are familiar with the demonstration games held each year in various sections of the country in an attempt to standardize the interpretations of the rules of this popular winter sport, and to present the coaches with an opportunity for discussion and questions on new rulings. That these events are very valuable to those who attend these meetings no one will dispute, but should we not go on to the next step and hold a similar demonstration in our own schools for the local situation and the education of our own students?

If we are really sincere in our wish that the fans know more about the game, why not give them the chance to learn? May I suggest the following plan for a home game in your own gymnasium for all students and home folks. Here are a few results which should follow such a game: keener interest among students, especially freshmen; it educates everyone in the way in which the game should be played, its rules, ethics, and appreciation of the skills involved; it offers a fine opportunity to advertise the schedule for the season; creates a better understanding of good sportsmanship between players, officials, and public.

Organization Plan

Committee in charge: Honorary Chairman—Principal of School; Chairman—Director of Athletics; Coach of team; Manager of team.

The Honorary Chairman should open the meeting and introduce the Director of Athletics, who will explain briefly the objectives of the demonstration and explain his part of the evening's program, which has been the securing of officials and arranging the program in general.

When the manager of the team has been introduced he should explain his duties as team manager and his relation to the team in general. His work on the committee should be in sending invitations to faculty and students and, through the students, issuing an invitation to parents and any others interested and any other method of advertising which would bring results locally.

When the coach is introduced he should explain a few of the fundamentals which he has tried to teach the players and explain a few of the fouls. The Captain is next and should explain his duties briefly. The scorer and timer should explain their duties and make it clear that they are assistants to the official in conducting the game.

When the referee is introduced he should give a brief survey of the many duties of his office, the emotional stress which a fast game causes with its general effect upon both players and spectators.

Next it is wise to introduce a player, who makes the following statement or another along similar lines: "My assignment in the game is to play the game to the best of my ability, to take the decision of the officials without resentment or any attempt to give the impression that a wrong decision was made against me."

It is most important that the spectator at the game realize his responsibility toward the players and the men conducting the game. I would suggest that a student be selected to represent the spectators and make the following statement: "My conduct shall be such as shall give assurance to the coach, the officials, and players that I appreciate their efforts to give us a fast, clean game of basketball. Recognizing 'booing' as a disturbing factor and an irritant to both officials and players, I will do my part in suppressing such demonstrations at our games."

Summary

1. Meets a need for closer relationship of players and those who enjoy our games.
2. Offers an opportunity to develop greater appreciation for the program we are presenting.
3. Students find it interesting teamwork to put across such a demonstration and will bring their parents to such an event.
4. Faculty will appreciate the educational adventure and have an increased interest in your team and its success.
5. Presents an opportunity for the players to start the season rather than waiting for a first game, which is usually very upsetting to the best of teams.
6. For all-round value to all who are connected with the game as well as those interested in the game, it is well worth the time and thought given to it.

Demonstration Game

Players should intentionally make fouls and when the whistle is blown, all players should "freeze" in position, so that a picture may be presented by the official, who should give the penalty and explain how it is carried out. If attention in the first period was given to new rulings it would tend to fix them more securely in everyone's mind. The second period might be used for the better known fouls, and the last half kept as clear from fouls as possible to give the spectators an opportunity of witnessing fast clean handling of the ball.—*By Frank A. Crosier, Director of Athletics at State Teachers College, Fitchburg and Bridgewater, Mass.*

* * *

A Typical Thirty-Minute Teaching Period for Elementary Schools

THE typical Thirty-Minute Teaching Period of Physical Education in the Alabama elementary schools was put on as a demonstration during the Fourth Education Conference at the University of Alabama this summer. Superintendents, principals, and teachers who observed the program felt that it gave them some idea of how to judge a thirty-minute period of physical education activities.

A. In the class period of physical education stress is placed on the following points:

1. Pupils assembled in definite places on playground in orderly manner (walking, skipping, or running—in single file; as a group; playing follow the leader; others).
2. Teachers properly dressed with lessons well planned.
3. Classes held out-of-doors (when weather permits).
4. Equipment and play space sufficient for the lesson.
5. Activities for all that are safe, interesting, and properly graded.
6. Some vigorous activities.
7. Many activities taught that can be used by the children during their free play before and after school, at home, and in the community.
8. Opportunity provided for pupil leadership.
9. Fair-play, courtesy, initiative encouraged throughout the period.
10. For indoor use adaptation of planned program.
11. Dismissal of pupils in an orderly manner (circle, squad circles, squads in line, single line, final playing position, group around teacher, or special instruction from teacher).

B. In a well planned program for the upper grades provision is made for the teaching of certain activities on regular days. Example:

Fourth Grade		Fifth and Sixth Grade Boys	
Monday	—Team Game and Team Game Skills.	Monday	—Team Games, Team Game Skills, and Individual Sports.
Tuesday	—Rhythmics.		
Wednesday	—Group Games and Relays.	Tuesday	
Thursday	—Athletic Events.	Wednesday	—Rhythmics.
Friday	—Stunts and Contests.	Thursday	—Group Games, Relays, Stunts and Contests.
		Friday	—Athletic Events.

A similar program is used for boys and girls.

III. The source of material is the "Alabama Course of Study in Physical and Health Education for Grades One Through Six."

LESSON OUTLINES

Time: 10:00—10:30 A.M.

Grade One

10:00—10:05 Class Assembly—Going "en masse" and forming a big circle.
10:05—10:20 Fundamental Rhythms—Skipping, running, and walking.
Singing Game—Sleeping Beauty.
10:20—10:30 Squad Game—Teacher Ball.
Dismissal—Group around teacher.
Equipment Required—Drum or tom-tom, victrola and records or piano, four balls.

Grade Two

10:00—10:05 Class Assembly—Single file skipping into squad formation for first activity.
10:05—10:25 Athletic Events—Squads rotating at 5-minute intervals.
Long Rope Jumping to Repetition of Rhymes
Short Rope Jumping
Circle Target Throwing
Ball Tossing
10:25—10:30 Mass Game—Red Light.
Dismissal—Large circle.
Equipment required—One 16-foot rope, one 4-foot rope, one bean bag, one small rubber ball.

Grade Three

10:00—10:05 Class Assembly—Walking single file into big circle.
10:05—10:15 Singing Game—Rig-a-jig-jig.
10:15—10:25 Group Games—Each squad playing a different game. Boiler Burst, Japanese Tag, Beater Goes Round, Hop Scotch. Squad Choice of Game.
10:25—10:30 Stunts—Crab Walk, Human Ball.
Dismissal—One straight line.
Equipment required—Victrola and records desirable.

Grade Four

10:00—10:05 Class Assembly—Follow the leader in double file and form big double circle.
10:05—10:30 Rhythms
Skipping
The Broom Dance (new)
Jolly is the Miller
Dismissal—Four straight lines.
Equipment required—Victrola and records or piano.

Grades Five and Six

(Boys)

10:00—10:05 Class Assembly—Follow the leader by squads.
10:05—10:20 Relays (with squads as teams).
All Up Relay
Circle Relay
10:20—10:30 Stunts—Elephant Walk, Camel Walk, Human Knot, Toe Jump. Class choice of several stunts.
Dismissal—At sound of instructor's whistle from final playing position.
Equipment required—Twelve Indian clubs.

Grades Five and Six

(Girls)

10:00—10:05 Class Assembly—Walking in single file and forming in squads.
10:05—10:30 Team Game—Schlag Ball; Individual sport—Paddle Tennis, One Player of each squad playing paddle tennis. Two games of schlag ball with regular squads as teams.
Dismissal—In squad formation.
Equipment required—Two soccer balls, one paddle tennis set.

—By Jessie R. Garrison, State Director of Physical and Health Education, Alabama.

"THE SONG OF THE SHIRT"

Thomas Hood

1. "With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread—
Stitch! Stitch! Stitch!
In poverty, hunger and dirt,
And still with a voice of dolorous pitch,
She sang the "Song of the Shirt!"

2. "O men, with sisters dear!
O men, with mothers and wives!
It is not linen you're wearing out,
But human creatures' lives!
Stitch—stitch—stitch!
In poverty, hunger and dirt,—
Sewing at once, with a double thread,
A shroud as well as a shirt!"

3. "Work! Work! Work!
My labor never flags;
And what are its wages? A bed of straw,
A crust of bread—and rags,
That shattered roof—and this naked floor—
A table—a broken chair
And a wall so blank, my shadow I thank
For sometimes falling there!"

4. "Work—work—work!
From weary chime to chime!
Work—work—work!
As prisoners work for crime!
Band, and gusset, and seam,
Seam, and gusset, and band,—
Till the heart is sick and the brain benumbed
As well as the weary hand."

This old poem might be called the "Song of the Sweat Shop"

Our garments are all made under one roof in a factory in which there is an abundance of light and plenty of fresh air, and at reasonable and just compensation

ALDRICH & ALDRICH, Inc.

1857 Milwaukee Ave. **Chicago, Ill.**

Manufacturers of gymnasium garments for twenty years.

It May Interest You to Know---

WHY Physical Education? This is the caption of an 11-page series of brief reports and quotations from many sources compiled by J. E. Rogers, Director of Physical Education Service of the National Recreation Association, 315 Fourth Avenue, New York. It presents evidence of the value of health and physical education programs and will be helpful to superintendents and physical educators. Write to the compiler for a copy.

* * *

PRESENT recreation trends in Europe through visits to gymnasia, schools of the dance, peoples colleges, and youth movement centers of central and northern Europe are to be emphasized in two physical education and recreation study tours to be conducted under the auspices of the new American Peoples College in Europe this spring and summer.

The college, which has its headquarters in the quaint Tyrolean town of Oetz, high in the Austrian Alps, is sponsored by a group of leading American educators including Dr. John Dewey and Dr. William H. Kilpatrick of Columbia, Dr. George S. Counts of the International Institute, Dr. Harry F. Overstreet of the College of the City of New York, and Dr. Robert M. Lovett of the University of Chicago.

European as well as American leaders are giving generously of their time to the new institution. Established on a non-profit making basis for the purpose of bettering international understanding, the college through the cooperation of foreign governments and educational organizations has been able to cut expenses and offer young Americans a combination of study and European travel at a minimum cost.

A repetition of the success of previous physical education study tours planned and directed personally by Dr. Jay B. Nash, Chairman of the Department of Health and Physical Education at New York University, and by Dr. Charles W. Savage, Chairman of the Department of Physical Education for Men at Oberlin College, is promised for these two study tours.

The spring group leaves New York April 7, returning July 4, while the nine and a half week summer trip begins July 1. Both groups will spend several weeks at the college headquarters in Oetz where in addition to informal lectures by outstanding leaders, Alpine climbing and hiking are enjoyed. Both itineraries include France, Germany, Denmark, Finland, Austria, Switzerland, and Czecho-Slovakia. Complete details may be had from the New York headquarters of the American Peoples College at 55 West 42nd Street.

* * *

THE Chicago Schools Journal for December, 1932, contains an excellent article by Dr. Delbert Oberteuffer of Ohio State University entitled "Two Problems in Teacher Training in Physical Education." Dr. Oberteuffer summarizes his paper as follows:

1. Physical education is developing faster than any other subject in the American school curriculum.
2. Courses in health and physical education should be required of all elementary teachers in training, and teachers in service should be offered opportunity for such courses through summer, extension, or correspondence work.
3. Principals and superintendents should have access to courses in administration and organization of health and physical education.
4. In the last analysis, the union of health education and physical education as a curricular unit is the most feasible and practical way to insure the success of the health education program.
5. All undergraduate students in physical education departments should be trained also in health education.
6. Professional curricula in physical education need to be re-outlined to embrace additional hours of study in the specific health education areas.

* * *

ARTHUR E. MORR, Director of Physical Education, Camden, New Jersey, has forwarded the program of radio broadcasting for January that is being sponsored over the Camden Station, WCAM (1280K—234.2M), on the topic of health and physical education. During December this program contained addresses by Mr. William P. Uler, Jr., Assistant State Director of Physical Education; Mr. Arthur Armitage, General Secretary of the Camden Y.M.C.A.; Mrs. A. Haines Lippincott, Member of the Child Health Committee, Camden Woman's Club; and Mr. Ira F. Thomas, Philadelphia "Athletics" Baseball Club.

The January program is as follows:

January 2nd—9:05 P.M.

Mrs. Arthur Casselman, President Camden Woman's Club; Chairman Public Relations Committee of the Ladies Auxiliary of the State Medical Society.

January 6th—9:10 P.M.

Mr. Walter E. Short, Secretary of New Jersey State Athletic Association; Director Physical Education, Trenton, N. J.

January 9th—9:00 P.M.

Mr. Joseph Buch, Chairman New Jersey State Crippled Children Commission.

January 13th—9:10 P.M.

Judge Garfield Pancoast, Judge Camden Police Court, Member of Camden City Juvenile Delinquency Committee.

* * *

THE new *Bulletin of the Colorado Association of Health and Physical Education* contains many interesting items. In the September, 1932, issue, Miss Clare Small of the University of Colorado contributes the following statement:

"Every child of growing age needs a vigorous program of play activities under expert leadership. It is a physiological law that an organ develops power only as it exercises its function. Only vigorous activities promote functional activity of the heart and other vital organs to the degree necessary to full development. Vitality, barring heredity, is gained in no other way. It is important to emphasize here that body development takes place only through the period of growth (twenty-five years), after which time it is a problem of keeping fit rather than of building, a process which takes relatively small amounts of time compared with the exercise needs of childhood and youth.

"Fundamental to the health of the growing child also, is the health examination with its follow-up work and health instruction, so that education can proceed without handicapping influences. . . . *Health*, the first objective of education, is a very important element of normality. It is fundamental to achievement in any field of endeavor and to a full life."

In the same issue, there is an interesting commentary on Prohibition by Mr. Lemuel Pitts, Principal of the Central High School, Pueblo, Colorado, under the caption, "Have the Schools Neglected Their Duty?" Mr. Pitts says:

"When our legislators put the law in the statute book prohibiting the sale and manufacture of alcoholic drinks, the schools assumed that the problems were settled, and there was no need to talk about it any more. So far, ten or fifteen years, the teaching of the effect of alcohol has probably in most places been utterly neglected, or, perhaps, touched upon lightly, with the result that our rising generation has never had brought home to it, the habit-forming effect and consequent physical effect of the casual use of alcohol.

"As a health problem, whether the Volstead Act remains or not, the teaching of the effects of alcohol is an important matter. It is still a requirement of state school law that this subject be taught in the same manner as other required subjects. The ordinary observer in the average town will know that un-

less the schools again start teaching vigorously about alcohol, the attitude of the whole country will become very liberal concerning drinking.

"Would it not be well, therefore, to include in the health courses, which are at least required, a liberal sprinkling of the teaching of this matter? There is no other course in which all of the pupils meet for uniform instruction. The instruction is health instruction primarily, and deserves considerable consideration."

In this, the first issue of the *Colorado Bulletin*, there were many other valuable expressions of opinion which lack of space prevents us from quoting.

* * *

THE Boy Scouts of America has taken the initiative in a project which deserves the cooperation and support of all good citizens, namely, an extension of its activities in a Ten-Year Program designed to build a body of genuinely patriotic citizens, thoroughly devoted to the public welfare and entirely committed to the advancement of the public interest.

This Ten-Year intensive program was officially launched on January 1. It is to run for the decade 1933-1942. By the end of that period the Boy Scouts of America plan to be training enough boys as Scouts so that as they reach twenty-one years of age not less than one of every four of the new male citizens shall have been a four-year-Scout-trained man prepared to perform his new duties upon the basis of Scout principles and ideals.

It is a widely known fact that Boy Scouting has proved an effective agency in the lives of millions of boys. There is ample testimony to the benefits to the boyhood of America that followed the promulgation of the Scout plan twenty-three years ago when Scouting was first launched in America. Now with the Scout Ten-Year Plan there is equal certainty that there will be more participating citizens, all with Scout training, and it is fair to assume there should be less violation of law and more unselfish service for others. It never hurt any boy to be a Boy Scout.

With that thought in mind the Boy Scouts of America has done a wise thing to emphasize the launching of this new program for its twenty-third anniversary celebration which falls February 8-14, 1933.

In addition to this patriotic program for America the Boy Scouts organization is developing new plans along with its Sea Scout service in order to interest older boys from fifteen years upward.

For the benefit of boys of nine, ten, and eleven years, too young to become Boy Scouts, the Cub program provides attractive things to do in and around their homes and in their natural neighborhood play groupings. The boys undertake activities such as collections, kitemaking and flying, handicrafts, skills, hobbies and songs, games, and stunts of various types.

The Boy Scout movement is primarily a movement to the out-of-doors. Consequently winter camping in spite of school duties and other controlling conditions is a popular activity, and many hikes and short term camps during the celebration of the twenty-third anniversary of the organization which is to be celebrated February 8-14, 1933, will testify to the camping activities of Boy Scouts.

Inasmuch as more than 50 per cent of all boys of twelve or over live in rural areas, the activities of the Farm or Home Patrols, Rural Troops, and Lone Scout Tribes will be given considerable emphasis during the Anniversary Week program.

* * *

JUST prior to the Christmas holidays, some very imposing lists of student members for the National Association were sent in from the Bouvé-Boston School of Physical Education, the East Stroudsburg Teacher-Training College in Pennsylvania, and New York University. These memberships were received too late to be listed in the notice of school totals in the December JOURNAL.

East Stroudsburg, owing to the aggressive interest of Mr. Lester Crasper and his staff, reports 215 student members, and

Wellesley College

Graduate Department of Hygiene and Physical Education

Certificate in Hygiene and Physical Education

A two-year curriculum is offered to graduates of colleges and universities who present prerequisite work in chemistry, physics, psychology, and education.

M.S. in Hygiene and Physical Education

Graduate students qualified for advanced study and research may undertake and complete work leading to the degree of M. S. in Hygiene and Physical Education in addition to the work for the Certificate. Graduate students who have had preparation in the field of Hygiene and Physical Education equivalent to the requirements for the Certificate, and who are qualified for advanced study and research, may register for and complete, in one or two years, the twelve-year hours required for the degree of M. S. in Hygiene and Physical Education.

Certificate and the B.A. Degree

A five year program in liberal arts and physical education leading to the B. A. degree at the end of four years, and to the Certificate, and in special cases, the M. S. degree at the end of the fifth year.

For information, address Graduate Committee,
WELLESLEY COLLEGE, WELLESLEY, MASS.

Russell Sage College

School of Physical Education

Formerly The Central School of Hygiene and Physical Education

Offers

A Four Year Course for which the B.S. Degree in Physical Education is Granted

A combined cultural and professional course for young women graduates of secondary schools whose credentials are acceptable to the College. Unusual advantages of college life combined with thorough professional training. Three months of instruction in Camp are required as part of the course. Graduates teaching in leading colleges and schools. Appointment bureau for graduates.

Helen McKinstry, M.A., Director

For catalogue address

MISS DORIS CROCKETT, Registrar
Russell Sage College **Troy, New York**

this showing reaches its high mark of last year in spite of a slightly smaller school enrollment.

New York University, according to Floyd Eastwood, is running a campaign for membership during the week of February 6th, at which time plans will be made to organize for a large attendance at the Eastern District Convention at Springfield, Massachusetts.

* * *

THE Scholarship Committee of the Massachusetts Institute of Technology has just announced that the demands for scholarship aid in the undergraduate body are so great this year that only two scholarships can be granted in health education instead of the four which were given last year. The health education scholarships offered through the American Home Economics Association and through the American Physical Education Association will be discontinued.

The scholarship offered through the National Tuberculosis Association, which was established several years ago, will still be continued. Information concerning this scholarship is given in the news item below.

A full tuition scholarship of $500 is available in the field of health education at Massachusetts Institute of Technology (Department of Biology and Public Health) for 1933-34. This scholarship covers the full scholastic year, beginning in September and closing in June. It is available for women only.

This scholarship will be awarded to a candidate recommended by the National Tuberculosis Association. Applicants should have basic training in mathematics, physics, chemistry, and biology. Undergraduate training in psychology and education is desirable. The awards will be based upon the nature and quality of the previous academic work of the applicant, personality qualifications for professional work in the field of public health, and need of scholarship aid. Preference will be given to candidates possessing the Bachelor's degree.

Through an affiliation between Massachusetts Institute of Technology and the undergraduate School of Education of Boston University and graduate School of Education of Harvard University, those who wish to take courses in education while studying at the Institute may do so without additional fee at either Boston University or Harvard.

The scholarship will be awarded in June, 1933, and applications should be received not later than May 15th. All those who are interested in this scholarship are invited to write to the Child Health Education Service of the National Tuberculosis Association, 450 Seventh Avenue, New York, for application blanks.

* * *

CHILD Labor Day in 1933 falls on January 28-30. The observance of this day will help crystallize public sentiment for eliminating children from the labor market and providing a suitable type of education for them. The National Child Labor Committee, 331 Fourth Ave., New York City, will be glad to send free of charge material for use in preparing a program, for distribution purposes, for newspaper publicity, and for talks at gatherings. Posters for display purposes are also available.

Northwest District Association News

Submitted by
Dr. Clair V. Langton, Oregon State College, Secretary.

The Northwest District of the American Physical Education Association will hold its annual convention in Spokane, Washington, in conjunction with the Inland Empire Association, on the dates of April 5, 6, and 7, 1933. A tentative outline of the convention program planned by President Paul Washke and the program committee follows:

Wednesday, April 5—1:30 P.M.—General Session

A. "Survey of the Year's Work"—President Paul R. Washke.
B. "The Program of Health Education"—Professor Rena Heagen, Oregon State College.
C. "The Professional Physical Education Teacher-Training Curriculum"—Professor H. H. House, Washington State College.

Wednesday, April 5—6:00 P.M.—Banquet

"A City Superintendent Looks at Physical Education"—Superintendent D. E. Wiedman, Bellingham Public Schools.

Note.—Time, place, and price of banquet to be arranged by the following committee: Miss Gladys Rudston, Mr. Taylor, Mr. Brocar, all of Spokane.

Thursday, April 6—Women's Section Meeting

Presiding: Miss Helen Smith, Washington State College.
A. "The Modern Physical Education Program for Elementary School Girls"—Mrs. Marguerite Hagedorn, Portland City Schools.
B. "The Modern Physical Education Program for Secondary School Girls"—Miss Rita Jahreiss, Spokane Public Schools.
C. "The Modern Physical Education Program for College Women"—Miss Margaret Duncan, University of Oregon.
D. Discussion.

Thursday, April 6—Men's Section Meeting

Presiding: Mr. Roland E. Belshaw, University of Washington.
A. "The Modern Physical Education Program for Elementary School Boys"—Mr. A. C. Pelton, Seattle Public Schools.
B. "The Modern Physical Education Program for Secondary School Boys"—Mr. Leland Rankin, Fairhaven High School, Bellingham, Washington.
C. "The Modern Physical Education Program for College Men"—Dr. Clair V. Langton, Oregon State College.
D. Discussion.

Our newly organized district is in need of support. Any support you give this organization and its annual convention meetings makes physical education that much more potent in the Pacific Northwest.

The Posse-Nissen School of Physical Education

Forty-Third Year

Three- and Four-Year Normal Courses and Physiotherapy: Includes four months in camp at Hillsboro, N.H. Playground Course

Special One-Year Course: Specializing in massage and corrective gymnastics

Dormitories. Placement Bureau.

Apply to Registrar for Catalogue and Complete Information

779 Beacon Street Boston, Massachusetts

Pre-Convention Notice of the Public School Section, American Physical Education Association

Julius E. Kuhnert, Chairman
Board of Education, Mount Vernon, N. Y.

CONSIDERABLE work has been done on the program of the Public School Section for the annual convention to be held in Louisville, Kentucky, April 26-29. The chairman, after conference with Dr. J. F. Williams, president of the A.P.E.A., appointed two committees to study definite problems in physical education and to report at the meeting in Louisville.

A questionnaire was sent to all the state directors of health and physical education asking them to suggest problems which needed special study. The list covered a wide range of topics from which two were selected, being suggested the most number of times.

Many directors of health and physical education felt that the Public School Section should have a working set of objectives and policies. With this topic in mind, a committee was organized with Mr. W. W. H. Mustaine, Supervisor of Health and Physical Education in New York State, as chairman. The other members are:

Mr. Charles Davis, Berkeley, California,
Mr. H. G. Geisel, Harrisburg, Pennsylvania,
Dr. David K. Brace, University of Texas, Austin, Texas,
Miss Alfreda Mosscrop, Montevallo, Alabama,
Miss Louise Martin, State Teachers College, Warrensburg, Missouri,
Miss Ruth Evans, Springfield, Massachusetts.

A topic of vital interest to all teachers is the curriculum. Miss Laurentine Collins, Assistant Director of Health and Physical Education in Detroit, is chairman of a committee to make a study of the curriculum.

The members of her committee are:

Miss Fannie Shaw, University of Florida, Gainesville, Florida,
Miss Elizabeth McHose, Reading, Pennsylvania,
Miss Ethel Rockwell, Kalamazoo, Michigan,
Mr. William Streit, Cincinnati, Ohio,
Mr. C. L. Glenn, Los Angeles, California,
Mr. A. O. Anderson, Kansas City, Missouri.

Noon-Hour Problem

(Continued from Page 39)

a class group or school average with records for each class in each event will stimulate activity. Such individual events as running a specified distance in a specified time, high jump, broad jump, rope climb, horizontal ladder travel, rope skip, center jump, basketball goal shoot, pitching disks for accuracy, balance jump, knee dip, jump wand, spinning wheel, and other stunts suggest enjoyable activities that can be practiced by every student.

Friday (Social Hour).

Essentially the noon-hour leisure-time problem is social in nature; especially is this true of rural and village communities. The obligation for social training falls upon the school and the noon hour offers the opportunity to meet this obligation. A social program will promote and may help restore chivalry, social conduct, and good manners.

The radio offers various types of programs. Students with special ability in voice, instrument, reading, repertoire, sleight of hand, and other entertainment may intersperse the program of social dancing. The square dance and other old-time dances may be taught along with social games. Dance etiquette such as the polite way of asking for and refusing dances, proper escort, introductions, and other fundamentals of social etiquette may be included. To carry the idea further, table manners may be taught during the lunch hour in the cafeteria or lunchroom. The instruction can be arranged in such a manner as to encourage a sympathetic reception from the students.

Such a program as the one outlined serves the dual purpose of filling the noon-hour period with interesting and wholesome activity, and, at the same time, of providing situations which permit many opportunities for instruction in proper social behavior.

Teaching Health

(Continued from Page 31)

how you, as citizens, must cooperate with them to minimize the occurrence of an epidemic.

Our publicist, Tony, is a "high-powered" advertising man. You have heard of these slogans, "I'd walk a mile for a Camel," "Ask the man who owns one," etc. These are slogans made by advertising men. These men try to get people interested in what they are selling. Our publicist, Tony, is trying to get people interested in health so you find him writing articles in newspapers, giving booklets to parents and pupils, and having Dr. G. (the administrator) speak weekly over the radio.

The physiologist, Agnes, is interested in various con-

47th Year **ARNOLD COLLEGE** 47th Year
***for* Hygiene and Physical Education**
THREE-YEAR COURSE . . . B.S.P.E. Degree FOUR-YEAR COURSE . . . . . B.S. Degree
These courses which prepare teachers and supervisors of health education include training and clinical experience in physical therapy
Co-Educational Appointment Bureau *Women's Dormitories*
Spring and Fall Camping Season on Long Island Sound Six Week Summer School
For catalogue and literature, address
1466 Chapel Street New Haven, Conn.

ditions that affect the working of our bodies. For example, she might come into this room and look at the thermometer (the speaker does so). She finds that its reading is 72 degrees. She knows that our bodies function best at 68 degrees so she sees that some windows are opened (the speaker opens the windows) to bring the air in the room to the correct temperature. She also makes tests on the amount of moisture in the air, the circulation of air, etc., as these factors are vital to our working at our best.

This row of boys and girls are our sanitarians. They carry out some of the orders of the other members of our staff—they take water and milk samples to be tested for disease germs (as you know, the water in the swimming pool is tested twice daily); they quarantine and fumigate houses; they place warnings of contagious diseases on homes where certain diseases occur, etc. They are very helpful people and save the time of other members of our staff.

The doctors on our health staff in this city inspect the children twice yearly to find physical defects. You were all examined this term. The nurses in our schools try to have these defects corrected and give helpful instructions to teachers, parents, and pupils. The doctors also conduct clinics in hospitals for the discovery and treatment of every possible defect.

There are other agencies in the community which are interested in the health of the citizens of our community. If a man (or woman) is not entirely well, he is not earning the salary which his position pays him. He cannot do his best work. So, many industries today require that a physical examination be taken before a prospective employee is hired. The industries have first-aid rooms where accidents can be treated immediately. Nursing service to sick employees is also given.

There are many organizations such as the County Health and Tuberculosis Association and the Chamber of Commerce which sponsor various health movements in Rochester and give valuable health information to its citizens by talks, clinics, newspaper articles, and pamphlets. The Chamber of Commerce is particularly interested in reducing automobile accidents. You probably have seen some of the many posters that the Chamber of Commerce has placed.

Mr. N., the head of the Department of Public Safety, is interested in having the city provide children and adults with playgrounds and community houses so that they may have facilities for recreation. People must play as well as work. Mr. N.'s department also includes the police department which keeps in safe places people who might do us harm. His department also keeps us from "jay-walking" and helps enforce the safety program of the Chamber of Commerce.

It is important that every community should have a superintendent of schools who is interested in the health of the school children of the city. Every teacher in the city emphasizes points of health which are valuable to you. And then there is a group of teachers, known as health education teachers, whose entire interest is in bettering your health.

You understand now that you are a very important part of a community—every one is interested in your health. You should cooperate with all these health agencies to make our city a more healthy and happy place in which to live.

During a lesson of this nature, the speaker must be informal and talk *to* the pupils. By stimulating the imagination a feeling of activity results in the pupils. The writer has used the method described on several occasions and not a single evidence of loss of interest has been noted toward the end of the hour. By applying the desired information to be given with local situations and conditions, interest and the retaining of the information is insured. Tests were given to the groups of children at least one month after the talks were given and the information retained far exceeded the expectations of the health education teacher.

It is to be especially noted that this is but one approach to the problem of community health. It has worked successfully in one particular situation and is offered only as *a* method, and not *the* method, of teaching this particular phase of health education. An actual trial of this particular technique in your own situation will probably show if it is of value to the children.

The outline and the explanation of community health organization may be found in the book by H. W. Hill, *The New Public Health*. The writer is grateful to Mr. Leo P. Redding, Social Studies Teacher at Washington Junior High School, Rochester, New York, for his wholesome cooperation in attempting this correlation.

BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION

BOSTON, MASS.

MARJORIE BOUVÉ, *President*

Four-year course in affiliation with Simmons College leading to B. S. degree.
Three-year course of preparation in teaching all branches of physical education.
Three-year course majoring in Physical Therapeutics, accredited by the American Physiotherapy Association.
Danish gymnastics taught by a graduate of Niels Bukh's Gymnastik Hojskolen, Ollerup, Denmark.
College graduates may complete the regular three-year course in two years if they have the necessary prerequisites for the work.

For Catalogue Address Registrar

105 SOUTH HUNTINGTON AVENUE, BOSTON

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

James Naismith

(Continued from Page 21)

team with Stagg who was his classmate there. He was a great center and at McGill he outplayed men who outweighed him by many pounds. Often I have seen him so exhausted after a game that he could hardly hold up his head, but in the game he was quick, resourceful, and could usually outwit opponents.

These qualities showed in his college life. He was generally the leader of the raids and forages that fell upon the unsuspecting inhabitants of the "west wing" in the college dormitory when study hours became too oppressive and on more than one occasion had to appear before the "powers" for explanation.

He had abundant vitality and was to me like an elder brother. Together, as students, we joined the Fifth "Royal Scots," afterward the Thirteenth Royal Canadian Highlanders who distinguished themselves in Flanders in 1916, and we used to swank about in our red coats and kilts on the field days and evenings of the weekly march-out.

On one occasion he brought me home ignominiously in a cab after I had disgraced myself by fainting in the drill hall after a long march, because I had started with a sprained ankle which had swollen under the strain of the march in a tightly laced boot.

There were many debates before he decided to give up the pulpit for physical education. It took courage at that time to leave the time-honored and well-beaten path for unknown and comparatively unexplored regions, but the decision once taken he never faltered, and, I think, never regretted it.

I visited him once at Springfield and saw the college for the first time. Dr. Gulick urged me to come and teach, but I could not leave my growing medical practice in Montreal.

One other visit I made to him, and that was as best man at his wedding. Having seen him safely disposed of, there seemed no reason for further worry about him on my part. Those who know him realize that he has been in good hands.

In recent years we have scarcely met, but the old friendship is just as deep as in the days when we were students together at McGill.

Dr. James Naismith, Inventor of Basketball

An abstract of statement made by Dr. James H. McCurdy at the presentation of the Springfield Emblem to Dr. Naismith at the New York alumni meeting Christmas week, 1931.

Dr. Naismith represents to Springfield men an ideal in education, in leadership and in inventive ability. As a graduate of McGill University and the Theological Seminary at McGill he came to Springfield as a mature student. He was early placed on the faculty. As center on the football team organized by A. A. Stagg, who entered from Yale at the same time, he represented the ideal of the boys of Springfield. As a teacher in the College he represented in leadership the aspirations of the students of that generation. They aspired to be like him. As a teacher of psychology at the College he discussed the problem of an indoor game. This discussion resulted in the formulation of a set of rules which have to this date been the essential feature of the present game of basketball.

Dr. Naismith has represented for more than forty years the ideals of Springfield men in physical education and in sport.

During the World War he took a large leadership in France in promoting good health among the soldiers in the American Army as the head of the division of social hygiene in France for the Young Men's Christian Association.

The Alumni Association is happy to present this emblem to Dr. Naismith. They feel that they are honored in having a man of the ideals and ability of Dr. Naismith accept this Springfield "S." His long service at the University of Kansas is simply an additional tribute to his ability and his service.

We congratulate you, Dr. Naismith, on the splendid service that you have rendered and are still rendering to the cause of physical education and to its ideals in character building.

(Signed) *J. H. McCurdy,*
February 5, 1932

Practical Booklets on Physical Education

"Marching Calisthenics and Fancy Steps for the Gymnasium"	$ .60
"Successful Drills and Marches"	.60
"240 Breathing Exercises"	.60
"Dances, Drills and Entertainments"	.85
"A Simple Maypole Dance"	.30
"450 Gymnastic Exercises without Apparatus"	.85
SPECIAL: The six booklets for	3.00

M. O. MUST accompany order.
MRS. GERTRUDE W. LUNDGREN
829 N. Fifth Street Burlington, Iowa

INTERNATIONAL

Young Men's Christian Association College

SPRINGFIELD, MASSACHUSETTS

J. H. McCURDY, M.D., *Director* GEORGE B. AFFLECK, *Associate Director*

EQUIPMENT—Five Athletic Fields, Two Gymnasiums, Natatorium, Boat House, Laboratories, Physical Education Library Unexcelled.

COURSES—Four-year course for high school graduates. Two-year course for college graduates. Degrees, B.S., B.P.E., M.P.E., and M.Ed. Women are also admitted for graduate study. Trains for Christian leadership in physical education.

For information address - - - - - - - - - - - - - JOHN D. BROCK, Secretary

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

An Administrator's Philosophy

(Continued from Page 17)

Dr. Williams defines a supervisor as follows:[3]

A supervisor is not a critic or an inspector but a constructive adviser, a teacher-helper. The only purpose of supervision is to improve instruction. The supervisor to be able to advise intelligently must keep in mind the following factors in analyzing a situation.

A. The teacher
   1. Training in special field.
   2. Experience as a teacher.
   3. Attitude towards her subject.
   4. Ability as a teacher.
   5. Social viewpoint.

B. The child
   1. Intelligence.
   2. Physical condition.
   3. Attitude towards subject.
   4. Attitude of parents towards subject.

C. The situation
   1. Physical layout (space).
   2. Time allottment.
   3. Materials and equipment.
   4. Place in curriculum.
   5. Attitude of community.

D. Criteria for judgments
   1. Visit a teacher several times.
   2. Be impersonal.
   3. Discuss situations kindly but frankly.
   4. Suggest possible ways of improving, touch lightly on past failures.
   5. Do not form a hasty opinion of a teacher's ability or competency.

In order that I may understand what the physical education teachers have in mind and also that they may know where and how physical education fits into my educational thinking, I propose to have a series of meetings with the teachers. These meetings would be conducted as round table discussions and such general topics as the following taken up:

1. Better means of coordinating physical education with other departments in the school.
2. How far is the physical education department responsible for the health program in the school, and how best to carry it out.
3. Disciplinary problems and how to handle them.
4. Accidents and how to eliminate them.
5. Methods for improving class instruction.
6. How to provide for special cases (injured, sick, lame, colds, etc.).
7. How to insure 100 per cent participation by all the physically fit in the entire school daily.
8. Where does team coaching come into the junior high school program, and how much time should be spent on it.
9. How to profit to the fullest extent from an intramural program.
10. How are you going to mark a pupil in physical education? Do all points carry some weight or should attitude and interest carry more weight than ability to run or jump?
11. Collect "best practices" from schools near by, and have them explained for the benefit of teachers.
12. Formulate methods and procedure that will meet the social as well as physical needs of the pupil.
13. Determine the value of prizes and special awards and the probable effect such a plan has on those not skilled in sports.
14. Make a course of study, if the present one is unsatisfactory, which will actually carry out the objectives we have set up for physical education.

[3] *Ibid.*, p. 123.

In order to accomplish the best results it will be necessary for me, the supervisor, to:

1. Think of the subject in terms of the objectives.
2. Have a scientific attitude of mind.
3. Stimulate teachers to investigate various problems involved in physical education.
4. Encourage professional reading and study. Arrange with County Free Library for loan of such books as we may decide to review.
5. Encourage freedom and the experimental attitude in method. Maybe present methods can be improved upon.
6. Agree on some standard objective tests by which the product may be measured.

In short, I shall attempt to approach this problem with an open mind and give due consideration to opinions of teachers who have specialized in the field of physical education, but at the same time use the same scientific method of investigation used in the supervision of other departments. What I am interested in is, "What are the facts!"

As a principal, I am interested in all four of the main divisions of physical education:

1. Physical examinations.
2. Health instruction.
3. Physical training.
4. Child welfare service.

My personal opinion is that a constructive and effective health and safety education program is the greatest instructional problem the public schools have to face. The United States Bureau of Education, Bulletin Number 22, states that 15,000 school children are killed annually through accidents, and as many more are maimed and crippled but do not die from their injuries; 10,000 of these fatalities are preventable and could be saved through safety education.

We, in the Santa Monica Junior High Schools, have been fortunate thus far in not having any fatal accidents on the school premises; we do, however, have accidents and it will be one of my chief endeavors to secure the aid of all teachers and pupils to reduce this number to an absolute minimum.

As a principal, I am concerned with several factors having to do with generally accepted standards of school administration.

1. Is it a safe and sane program? Are the teachers (all teachers) interested enough in the welfare of children, ill or injured, to see that they receive first aid treatment immediately, and consider the children under their supervision as they would their own? If so, the children are safe with such teachers, otherwise, no. Safety first and first aid to the ill or injured should and must take precedence in the curriculum over any subject or subject matter.
2. As a principal, I am always on the lookout for teachers who smile at what may be termed "the blessings of adversity," and who are able and willing to convert such blessings into teaching opportunities. There is abundant proof that more real teaching is possible on the playground than in the classroom. The principal cannot make gymnasiums larger, nor build them where none are, neither can he enlarge the athletic field, nor enlarge shower and dressing rooms. He may recommend that such changes be made but generally that is as far as he can go.

I want teachers who are willing to do the best they can with what they have to do with in the way of physical equipment, buildings, play space, etc. Another important feature in physical education work is the ability to secure cooperation and to

socialize the work so that every child may have a chance to express himself without a long list of "don'ts." In other words, discipline in physical education as in other subjects should be through directed activities, and not through negation. In short, undue restraints, both mental and physical, should be removed so that the play will be natural and free.

3. As a principal, I will be watchful that overstrain, shock, and extreme fatigue be avoided. Heart strain and fatigue in basketball and track events will be carefully observed. Standing games, rather than running games, will be recommended for girls.

4. As a principal, I am interested equally in the physical education program for both boys and girls. It is just as important that girls have healthy bodies and develop high ideals of honor, courage, loyalty, and devotion as that boys have these same personal virtues.

The educative value of play depends upon the strict and immediate enforcement of the rules of the game; unless this is done any type of play or game degenerates into mere license and becomes anti-social rather than social.

In physical education we have the opportunity and the means of allowing physical activity to compete with the "movies," and once the thrill and joy of self-participation in sports has been realized, there will be implanted in the boys and girls a strong counteracting force for the present craze for passive forms of recreation.

In a properly planned and administered program of physical education we are instilling, through actual experience, ideals of true sportsmanship in the hearts of youth, and we are going a long way toward realizing the real aim of physical education as stated by the Committee on the Reorganization of Secondary Education in the bulletin entitled *Cardinal Principles of Secondary Education*,[4] namely, "The aim of physical education is to equip the individual to secure from his leisure the re-creation of body, mind and spirit."

[4]United States Bureau of Education Bulletin Number 35. *Cardinal Principles of Secondary Education*, 1918, p. 18.

Physical Examinations

(Continued from Page 25)

aminations are all over and the students have been assigned to class hours, each class is divided into three squads. Two squads are given the usual freshman gymnasium work as organized in that college while the third squad meets in a smaller room for one third of a semester. In this section the girls are handed copies of the findings of their examination and the significance of these are pointed out in small groups. Various corrective measures and exercises are discussed and put into practice. A part of every hour is spent in exercise with incidental discussion and more formal talks. Re-examination is made wherever indicated. Posture pictures are taken again. Mimeographed directions are distributed to the girls and those measures which apply in any individual case are starred and individual directions given.

The conditions for which special work is given include heart and nerve conditions as determined by a physician and postural, foot, nutritional, and menstrual conditions as determined by a teacher of physical education. These include all the conditions suggested for corrective work by Neilson and Van Hagen (4-p. 42).

There are an increasing number of tests which seem to offer much of value in the determination of endurance and physical fitness of the individual. These have not been fully validated. Although these items might make up the standard physical (as differentiated from medical) examination, we should urge and encourage and help *every* teacher who is giving examinations to make scientific study of some of the other tests and measurements, to keep careful data, to learn to evaluate them and to make available her findings. There is need of continuous, progressive, sequential work in this field.

Bibliography

1. Wilder. *A Laboratory Manual of Anthropometry*. 1920.
2. Seaver. *Anthropometry and Physical Examination*. 1896.
3. Hastings. *Manual for Physical Measurements for Boys and Girls*. 1902.
4. Neilson and Van Hagen. *Manual of Physical Education Activities*. 1929.
5. Morrison and Chenoweth. *Normal and Elementary Physical Diagnosis*. 1928.
6. Bovard and Cozens. *Tests and Measurements in Physical Education*. 1930.
7. Staff of the Physical Education Department, University of Michigan. *Physical Education Activities for High School Girls*. 1928.
8. Lippitt. *A Manual of Corrective Gymnastics*. 1923.
9. Nash, Jay B., Editor *Nature and Scope of Examinations*. 1931.
10. Wayman. *Education Through Physical Education*. 1928.
11. Williams. *The Organization and Administration of Physical Education*. 1922.

The SAVAGE SCHOOL for PHYSICAL EDUCATION

THE Savage School for Physical Education is the oldest Teacher Training School for Health and Physical Education in New York State. It is approved and chartered by the New York State Department of Education and offers a three year course which prepares High School Graduates to become Teachers, Supervisors and Directors of Health and Physical Education in Colleges, Schools, Camps, Playgrounds, Clubs, etc. Located in New York City, the Savage School is able to obtain for its faculty, men and women who are specialists and authorities in their respective subjects.

For Catalogue address Registrar, 308 W. 59th St., New York City

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

Function of College Director

(Continued from Page 10)

in professional societies and professional committee activities often consume considerable of the director's time and energy. In addition public speeches at banquets, parent teacher organizations, civic clubs, and professional meetings are obligations which are a part of the position which he holds.

Because of the nature of the subject for which he is responsible, the director of physical education should be well above the average in motor ability. Preferably he should have been an athlete while in college. It is believed that the greatest efficiency in teaching and administration results from first-hand knowledge of the subject matter involved. Since a part of the teaching in physical education deals with physical activities, it is highly desirable that the director should have experienced the thing being taught or supervised. Not only should his past experience include a wide variety of activities, but he should continue to be an enthusiastic participant in some form of physical activity. Other things being equal the greater the skill as a participant the greater the degree of ability as a teacher, and certainly the greater the respect of those whom he teaches.

Many of the athletic ills of the present are due to the failure of physical educators in the past properly to mould the attitudes and appreciations of former students. It is a part of the business of physical education today to so conduct the activities of the department that student attitudes and appreciations will be developed in such a way as to render unlikely future meddling in athletic affairs. While it is desirable that the alumni of an institution take an active interest in the activities of the college, it would be conducive to better results if their interests were devoted equally to all fields of education rather than centered on the athletic situation. Much of the meddling of alumni is due to the failings of human nature, but some of it could have been obviated if the alumni, while students in college, had learned the true relationship between the athletic activities of the school and those of the institution as a whole. The best antidote for this seems to be that of enlisting every student in an activity, whether it be competitive or recreative, and of taking every opportunity by personal contacts and in the classroom to bring about the desired education.

Handbook on Winter Activities

New Publication of the Women's Rules and Editorial Committee of the A.P.E.A.

THE *Handbook on Winter Activities (Snow and Ice), No. 124-R,* has a three-fold purpose. First, to present ice hockey rules suitable for use in girls' and women's games; second, to aid those desiring to give group instruction in skiing, skating, and snowshoeing; third, to provide helpful suggestions and programs for outing clubs and recreational centers—all of this in as practical a form as possible. New material along these lines will be published from year to year in the inexpensive Women's Athletic Guide Series, making a valuable winter sports library for reference use. Aside from ice hockey rules, the material in the *Handbook* will be entirely new each year. The ice hockey rules will be revised as the need appears—probably many changes will occur during the first few years of trial.

The present booklet contains "Progressions in Skiing," "Progressions in Ice Skating," an Outing Club Snow Carnival, and an article on the pleasures of snowshoeing.

Plans for the next booklet include "Purchase and Care of Winter Sports Equipment," "Recreational Center Activities," "Week-end Winter Camping," and other articles of interest and value.

The publication of this *Handbook* being a new venture, the Committee would appreciate suggestions and criticisms from the readers and users of the *Handbook*. Address Miss Harriet M. Brown, Chairman, Skidmore College, Saratoga Springs, N. Y.

Winter Sports Equipment

(Continued from Page 34)

skate for a whole class period without any great feeling of strain on her ankles. The accuracy of the fit of the shoe is so important that group ownership hardly seems feasible. Size six in a shoe would fit a great many girls and the use of several pairs of heavy woolen stockings will allow the use of shoes which ordinarily might be a size or half size too large. A good pair of shoe skates can be bought for five or six dollars. The best method of purchasing is to buy the shoe, then choose the type of skate you wish and have them attached. The type of shoe skate usually found in stock for women has a shoe which is a narrow, pointed, high laced affair, not at all suitable for freedom of ankle action and very unsatisfactory for use by several people. One good point about group ownership of shoe skates is that they will stand up longer than the skis. Also many girls like skating but dislike to invest in the equipment until they know they really can learn to skate. Once they have gained the fundamental skills most of them would be willing to buy their own equipment, since equipment is not bulky to carry around and skating has a universal appeal.

Toboggans

When purchasing this piece of equipment, the points on which to check are very similar to those for skis. Hardwood (ash) is excellent. The grain of the wood should run parallel to the pieces of which the toboggan is made, knots and kinks should be absent, the outer pieces should be thicker than the others. The size which holds four people is a good piece to have, control and weight being about right for the average girl to manage. Rope rather than a wood rail is more enduring, as well as being safer. In case of an accident the breaking of the wooden rail may inflict a bad wound.

Care of Equipment

Care of equipment will materially add to its life. Skis and snowshoes especially should not be allowed to dry out and become brittle. The application of hot linseed oil to the running surfaces of skis, before the season and after, will prevent drying out. The oil should be well rubbed in and allowed to stand for several days.

The application of a second coat may be advisable in some cases. Varnishing the upper surface of skis is also a good plan though this need not be done as often as the oiling. When stored after the season, the two skis forming one pair should be strapped or tied together with the running surfaces toward each other. A block about one inch in thickness should be inserted between the skis near the foot rests in order to preserve the arch of the ski. Another block should be wedged between the tips of the skis to preserve the upward curve of the ski. Special equipment called ski bend braces may be purchased for this purpose though ordinary straps and blocks of wood answer the purpose very well. Skis should then be placed in a horizontal position supported by pegs in two places.* A rack or framework about twenty inches wide to accommodate three or four pairs of skis, side by side, containing a series of pegs arranged in pairs about ten inches above each other will readily take care of twenty or more pairs of skis in a small area. Instead of arranging pegs for the storage of skis in a permanent place such as on the wall of a room, the movable rack is recommended. The place of storage is often not the place where the skis are kept during the season of use. The movable rack makes an excellent place in which to keep skis during the season of use as well as of storage and occupies a very small amount of space.

Snowshoes also may be treated with the linseed oil, webbing included, strapped bottom to bottom with blocks at either side between the frames to preserve the upward curve at the toe. When completely dry a good spar varnish should be used over the whole shoe. The shoe should then be suspended by wire through the toes. Pegs added to the top horizontal support of the rack mentioned above make a good place from which to suspend snowshoes either temporarily or during the seasons of use and during the storage period.

Both skis and snowshoes should be stored in a place which is not subject to frequent changes of temperature such as an unheated basement room. Rats sometimes do a great deal of damage to winter sports equipment especially to straps and webbing. Ski poles should always be hung by the straps during both the seasons of use and of storage. Linseed oil may also be used on ski poles and toboggans—much cracking and breaking due to dryness thus being averted. Varnishing of the surface of a toboggan is also recommended.

The chief source of deterioration of winter sports equipment against which to guard is the action of the air in drying out equipment, plus damage done by frequent changes in temperature.

To some departments of physical education and to outing clubs not yet equipped to any great extent with the materials discussed in this article, the initial cost of buying may seem high. However, with personal inspection and care to get your full money's worth on each piece of equipment and diligent care of equipment, the initial outlay covers your cost for several years and, because of the amount of fun furnished to students and club members, can readily be justified.

BOSTON UNIVERSITY

The Sargent School of Physical Education

Founded, 1881

AN academic degree of Bachelor of Science in Education granted on completion of four-year course in the theory and practice of Physical Education. Instruction at Camp in June and September. Major course in Physical Therapy with the cooperation of the School of Medicine of the University. For young women graduates of high school with particular qualifications. School Appointment Bureau for graduates.

PROFESSOR ERNST HERMANN, *Director*

6 Everett Street, Cambridge, Mass.

IN CHICAGO

World's Tallest Hotel 46 Stories High

LEONARD HICKS
Managing Director

The extra attention given to the needs of guests will favorably impress you. Nearest to stores, offices, theatres and railroad stations. A special floor is reserved for ladies. Each guest room is outside with bath, circulating ice water, bed-head reading lamp and Servidor. Housekeeper on each floor. Garage facilities.

2500 ROOMS $3.00 UP

MORRISON HOTEL

Madison and Clark Streets CHICAGO

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

The College Program

(Continued from Page 14)

activities is given in the total column. For comparison, the activities used for recreation on the campus and the number of students from this group using them are given in Table III.

TABLE III

Type of Activity	No. of students using this activity on the job		No. of students using this activity on campus	
	Men	Women	Men	Women
Swimming	39	10	53	27
Tennis	29	4	59	23
Hiking	22	17	40	34
*Basketball	18	0	57	32
Handball	9	0	43	11
*Softball	6	0	60	26
Riding	3	2	1	4
Golf	7	1	26	16
*Volleyball	5	0	59	26
Ice skating	6	0	—	—
Wrestling	2	0	17	—
Appar. & Tumbling	5	0	18	9
Boxing	1	0	24	—
Squash	1	0	—	—
Ice hockey	2	0	—	—
Folk dancing	—	—	—	10
Archery	—	—	5	7
*Touch-football	—	—	49	—

*Major Intramural Sports (Men)
— Not appearing on questionnaire

It is obvious from Table III that recreative activity for both men and women, while on the job, is a seasonal thing. While the range of men's activities is much greater, the larger number, judging from the types of activities most used, take active recreation only in the spring, summer, and fall of the year. Students do not make use of the variety of activities of which they are capable during their working periods. This may, in part, be due to lack of facilities or to lack of funds necessary to affiliate with organizations having facilities, such as the "Y."

Table IV gives the number of students according to class groups who are, either by reason of previous experience or participation at the college capable of carrying on more than one type of individual activity exclusive of hiking. Shown also, are the number who are not capable, from lack of experience, of carrying on any type of individual activity, except, possibly, hiking. This means that these students have never learned how to participate in any individual activity.

TABLE IV

Year in College	3	4	5	6	Total	3	4	5	6	Total
No. students in class	31	20	18	11	80	17	10	11	4	42
No. who can carry on two or more activities	26	17	17	10	70	14	9	8	1	32
No. who carry on no activity	0	0	0	0	0	0	1	0	3	4

It is apparent, from this table, that 87 per cent of the men and 76 per cent of the women in this group are equipped, by experience in two or more types of activity, to carry on recreation. However, only 71 per cent of the men and 64 per cent of the women attempt to do so.

Of the thirty-eight students who did not participate in any type of physical recreation on the job, the following reasons include most of the thoughts expressed:

Not interested (about one-third).
No time—too long hours of work.
Laboring—enough exercise.
Selling—walking all day.
No facilities.
Couldn't afford to join "Y."
Traveling—not long enough in one place.
Restricted activity—physical defects (two).

We can summarize concerning this group as follows:

(1) The physical education and intramural program have fostered an interest in athletic activity in a relatively high percentage of the students while on the campus.

(2) The number of students capable of carrying on individual activity is also comparatively high.

(3) The carry-over into the students' working periods from the standpoint of percentages seems relatively high, but the activity is distinctly qualified by being seasonal.

(4) The students do not make use of the variety of activities of which they are capable during their work periods.

In conclusion, we question whether carry-over into every-day life of activities learned, either in high school or college, will take place if we depend only on a general knowledge and interest in athletic activity to bring it about. We believe that this carry-over will be limited unless something further is done to assure it. As a consequence we are beginning to supplement physical education class work with individual conferences with instructors, concerning the physiological values of active recreation. These values are discussed according to the personal needs of the particular person. Such conferences take much time since they cover some elements of personal hygiene as well. This method would not be possible if the instructors were not freed from the time and responsibilities generally taken up with coaching varsity teams. It has the obvious advantage of being purely personal with a resultant solution of many of the student's personal problems, fears, and prejudices, something rarely accomplished in the routine class or "floor" lectures and discussions where interest is at a low point. What the values will be only further appraisal will reveal.

Truth About Spanish Dancing

(Continued from Page 20)

emotion, whether it is sadness, joy, humility, contentment, or profound worship of the Blessed Virgin. The *Jota Aragonesa* was originally danced before the coffin of a child in sorrowful praise that it had been spared the troubles of the world, and that it had now joined the chorus of dancing angels.

Too often in this country emotion is confused with hysteria or vulgarity. Not so in Spain. The dances of the Spanish have sprung from the keenest emotions of the people. With all their fire and intensity (which in themselves are two very admirable qualities) there is also a fine restraint, an elegance and nobility of car-

riage, a greater truth of expression, and more beauty than to be found in almost any other dancing.

Too little emotion is harmful and dull, too much is stupid and distasteful. Those who say that Spanish dancing is vulgar have not the faintest conception of what Spanish dancing is. They do not seem to realize that the most pronounced characteristic of all Spaniards is pride. This pride never permits anything out of proportion. If nothing else, this happy balance between emotion and intelligence in Spanish dancing, makes it worthy of the high place it holds as one of the greatest of all national expressions.

Seven Athletic Handbooks of the A.P.E.A. Women's Rules and Editorial Committee

THE American Physical Education Association, through its Women's Rules and Editorial Committee, publishes seven booklets of rules for girls' activities, with appropriate articles and suggestions for their more effective teaching. These rules represent not only a vast amount of work on the part of the committees involved, but they represent also the result of painstaking experimentation and the best judgment of hundreds of women who work with girls in the field of physical education.

It is important that these books, which fortunately are very inexpensive, find their way into schools, recreation centers, colleges, and wherever girls are playing, since they offer the best and safest rules for girls' activities, at least at the present time.

The chairman of these committees have already formulated their preliminary plans and it will not be long before the committee work will be well under way. The reports of these committees will be of great value to all physical education teachers.

The careful use of approved rules lends importance to programs which already include those activities, and it is equally true that good standard rules make inevitable the broader use of the activities that are included in the program.

Every teacher who teaches physical education activities to girls of junior and senior high age, every student graduating from teachers colleges and normal schools, and every student graduating from teacher-training institutions of physical education should own a full set of booklets or such booklets as meet her peculiar need. Many people do not know that these booklets are publications of the American Physical Education Association.

The booklets are available through athletic outfitters or through the American Sports Publishing Company, 45 Rose Street, New York City. They are a part of Spalding's Athletic Library.

115R *Women's Handbook—Rules for Track and Field, Athletic Games,* (Captainball, etc., type) *and Volleyball.* 25 cents. (Invaluable for general use and particularly so for women who teach girls' athletic activities without special preparation.)

17R *Women's Basketball Guide,* 1931-32. 25 cents.

116R *Women's Soccer Handbook* (also Fieldball). 25 cents.

121R *Outdoor Baseball for Women.* 25 cents.

125R *Aquatics for Women and Girls.* 25 cents. (Official Rules for Swimming [formerly in Women's Handbook No. 115R], with special articles, including canoeing. A new guide for those women who are interested in, or who have opportunity to teach water sports.)

124R *Women's Winter Activities.* 25 cents. (Rules for Ice Hockey for Women; also articles on Skiing, Snowshoeing, Skating, Ice Hockey. Especially compiled for women's schools. A new guide for teachers in parts of the country where there is snow and ice.)

36R *Field Hockey Guide.* 25 cents.

Things Professionals Wear

Will help your Amateurs do Brilliant Classwork

LONG ago it was discovered that the best performances were turned in by people who were properly equipped. The Advance Theatrical Shoe Company offers you stocks of shoes, hosiery, accessories and costumes which are up to the standards of the most exacting dancers. Satisfactory fit by mail guaranteed. Send today for the new catalog and measurement blanks.

Opera Hosiery. Prices are rising, so order now. Service weight, triple fashioned, pure silk, standard colors, $1.85 pair; three pairs for $5.25. Chiffon, same make and colors. Pairs, $1.75; three pairs for $5.

Leoway Soft Toe Ballet. Has proper point and fit, is hand lasted, machine stitched by our patented process. Short elk sole, flexible as a glove. Pair, $1.85.

Leoway Grecian Sandal. Elk sole, counter is double stitched. All sizes and widths, B to E. Black white, tan, shades to order. $2.85 pair.

Tap Shoes. Black patent leather, hand turned, 1-inch heel, Teo Ties. All sizes, 8½ childs to 8 misses, A's to D's. Price, $2.25 pair. Taps free on request.

SWEAT TRUNKS

Protect your costumes by wearing this mercerized sweat trunk. Washable and long wearing. Flesh color. Four sizes, small, medium, large and extra large. Price 50c.

Dept. 11, 159 N. State St. Chicago
Branch: 6362 Hollywood Blvd., Hollywood, Calif.

ADVANCE Theatrical Shoe Co.

Please mail copy of new catalog and measuring charts to

Name .....

Street ..... City.....

School .....

National Association of Y.W.C.A.

(Continued from Page 7)

the lacks in school programs—lacks in preparation for adult leisure activities. And we in turn want a give-and-take in A.P.E.A. meetings in order to know better the work and problems of the school programs through which our girls have come.

It is this professional organization, the N.A.E.O. (so many letter combinations we have to know!) that has raised the professional standards and working standards of Y.W.C.A. work. Entrance into Association work is on the same level as for high school or college positions; salaries (except in depression) are equivalent; working schedules are established, and promotion is facilitated by the Personnel Division at the national headquarters. We are finding it imperative to understand that it takes a person with the right personal qualifications for Y.W.C.A. work. It is not a routine job; it demands a sincere belief in the Association, a keen interest in people, and besides technical skill, an ability to work with others and an appreciation of the great possibilities in this work in health, physical education, and leisure programs for adults. It takes a creative person, who is interested in bringing to girls and women a richer, more abundant life, in its wholeness, not merely in its physical aspects. It is a personal work—it is a community task.

And so this exposition is entirely from the angle of the physical director who comes into the Y.W.C.A., and finally affiliates with this bigger professional group through her own N.A.E.O. If we had space we should speak of the scope and purpose of the whole health education program of each local Y.W.C.A. and finally of the national movement. In 1930 there were between five and six hundred full-time physical directors, besides many who did part-time work or taught individual classes; there were 340,458 girls and women enrolled in activities; 232,057 medical examinations were given. The programs included gymnastics, individual work, sports, dancing, large swimming programs, dances, and other social events, play days and tournaments, outdoor activities like horseback riding, health weeks, personal health classes, lecture courses, and other study projects.

The local Associations are federated in a national organization, not directed by it, so that the National Board is more truly a coordinating, advisory group, the spokesman in policies of the voice of the local Associations. In the health education department, the general policies and program trends of the whole movement are determined in summer Health Education Institutes and in the special section meetings of the national biennial conventions. For example, health and recreation were special emphases of the convention at Minneapolis in May, 1932. Three summer institutes were held in 1932 for the staff and committee leadership: one at the Scranton camp, for the Eastern states; one in Texas; and one for the Pacific Coast, at Los Angeles, just preceding the Olympics. There is usually one institute for the Middle West, at a Chicago camp. In these study institutes, questions of national trends, program, and organization are discussed as well as the general Y.W.C.A. philosophy and trends. Various new phases of physical education, personal health work, and recreation are studied under outstanding leaders. Contacts are made and knowledge gained of other community and national health and recreation agencies. These are periods of personal education and inspiration for every Y.W.C.A. physical director. Under the present stress on national organizations, there is one person on the national staff who acts in an advisory capacity to local Associations and who sets up these institutes and national convention meetings; it is she who often represents the Y.W.C.A. in other national movements, and who has been elected by the N.A.E.O. as their representative on the National Council of the A.P.E.A.

Interpretation of Health

(Continued from Page 4)

all as a day laborer on a farm. The desk worker of many years would be a sorry spectacle indeed in the fight ring.

If pressed, the layman is seen to have such nebulous conceptions of health as to admit of the most fantastic notions. Thus, upon the demise of the gluttonous Mr. X, who although a hard worker, has always eaten and imbibed mightily, one hears that death came "from over-work" or "because he was worn out." His doctor, however, knows that said Mr. X suffered from high blood pressure, hardened arteries, bad kidneys, and finally sustained a cerebral hemorrhage, all of which were due directly to the high living and not to the supposed "hard work." A gentleman of some education recently told the writer that his father "died of vertigo," mistaking as the cause of death a mere *symptom* of an underlying disease. Wild animals are generally regarded as being healthy, when, as a matter of fact, they are subject to a host of diseases. Only the relatively small number that survive are the ones commonly seen. It is not, moreover, violence alone which cuts down their ranks, but, directly or indirectly, the inroads of pathology take an appalling toll. Many educators do not go much farther than the boundaries of such misunderstandings and it seems important that at least we in physical education attempt to think this problem through, past, at least, its elementals. That this is necessary will become apparent if one asks one's teacher friends, "What is your idea of health?" An amusing confusion, if nothing more, can be culled from such an investigation.

Although it is hazardous to attempt a definition, the writer suggests the following. It does not attempt to really define, any more than any series of words can define anything. It, however, suggests a dynamic point of view which at present it seems important to stress.

Health is an individually and also racially advantageous and adaptive functional resultant arising from the interaction between the total organism and its environment.

Of course, after all is said and done, whether health is always desirable or not remains a question of considerable importance. The unstable people of the world seem to be the ones who accomplish most. The relationship between genius and madness has long been noted. Conflict and pain are great stimulators. Pleasure and satisfaction are too often narcotic in their total and distant effects. "Perfectly healthy" humans are, in the author's experience, pretty apt to be frightful bores if nothing worse. Effulgent health, if it be "a state of physiological balance," seems to be too often the hand-maiden of mediocrity.

One does not lean to the decadent and fevered worship of the diseased, although this has been done both in art and literature. One does not espouse fevers and infections in order to gain distinction. Nevertheless, if the mind be considered as a part of the human mechanism, one would not hope to achieve mental and emotional peace lest one fall into an all too easy innocuous desuetude.

The present article, as was said in the beginning, is intended to express merely a point of view. The problem of health is a tremendous one. As my friend, Professor Jay B. Nash, has long maintained, health is probably a thing which cannot be taught as such. It may be developed through action. This writer believes it can only be *discovered* through action. The difference between disease and health is a borderline not easy to distinguish. The physical educator who refuses to consider pathology can never understand health. To use such terms as bad health, medium health, and optimum health is to beg the question and to define one unknown in terms of another, or, what is less excusable, it is to define an unknown in terms of itself. Dictionary phrases which state that "health is a sound state of body," or that "to be healthy is to be normal," are examples of such redundancy. This is tautology and verbalism at its worst. The above terms take on meaning of a loose and popular kind if they are used from the dynamic standpoint. It would seem much better, however, to substitute the words "disease" or "pathology" for the phrase "bad health," and to realize that the words "medium health" or "health" usually mean merely *untested health*. "Optimum health" is a useful term since, if, and only if, dynamically conceived, it expresses an ideal.* This was described above as being a state which would enable an organism to meet any possible environmental demand either instantly or after a period of training. Here, to be sure, is a somewhat Utopian dream, but one which may be useful.

If the body is a part of the world, it exists in time-space and if this is so, both time *and* space must enter into any condition of that body, be it health or disease. What then, reader, is your opinion—what is your definition of health?

*Note: The problem has been handled interestingly in *The Interpretations of Physical Education*, Vol. I, published by A. S. Barnes & Co. The articles by Dr. Charles I. Lambert of Columbia University and Dr. Marguerite M. Hussey of New York University are in this connection decidedly worth while reading.

And now SPORTBALL

introduces

a new line of Athletic Balls. Heavy rubber with a metal valve in Football, Volley, Soccer, and Basketball sizes. No inside bladder. The ideal ball for indoor and outdoor use. These balls approximate official size and weight.

FOOTBALL
VOLLEY BALL
SOCCER BALL **75c** BASKETBALL **$1**

The Athletic Supply Co.

417 Huron Street, Toledo, O.

PANZER COLLEGE
OF PHYSICAL EDUCATION AND HYGIENE

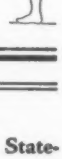
Offers a four-year curriculum leading to the degree of Bachelor of Physical Education. The college is accredited and co-educational. High school graduates may register for the fall or spring term.

For Catalogue, address

Registrar, 139 Glenwood Avenue,
East Orange, New Jersey

THE ANN ARBOR PRESS
COMMERCIAL AND BOOK PRINTING
PRESS BUILDING
ANN ARBOR MICHIGAN

DWIGHT POSTURE MODEL
With Directions for Using
Medium weight cardboard figure, jointed at knees and elbows, at the junction of head and neck, at the shoulder joint and to show dorsal curve and pelvic tilt. PRICES: 17 in. size, 50 cents postpaid, $25 a hundred.
Send check or money order—not stamps, to:
MISS E. DWIGHT
Box 4405 Brookland Washington, D. C.



BUSINESS STATIONERY
Printed to order on standard bond paper. Letterheads, Statements, Envelopes, Invoices, Circulars
1000, $2.00, 5000, $6.75
Any job quoted on receipt of information. Send sample for estimate.
DAVID NICHOLS & COMPANY
Kingston, Georgia

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

Health Instruction Guide for Elementary School Teachers. Jeanie M. Pinckney and Alice H. Miller. (Bureau of Nutrition and Health Education, Division of Extension, University of Texas, 1932) 368 pages.

This is an interesting course of study in health education in that it offers freedom and initiative to the teacher and encourages scientific procedure. The suggestions for teaching health in the elementary school are numerous and varied. The references at the end of each chapter and the bibliography at the end of the book add to its value.

Anatomy and Physiology. (Fourth edition). Jesse Feiring Williams. (W. B. Saunders Co., 1932) 600 pages. 416 illus. $2.75.

This (fourth) edition has been completely revised, and numerous illustrations have been added. That it is the fourth edition indicates the value of the book. At the end of each chapter are suggestions for practical exercises, thought-producing questions, and references for further study. At the end of the book is a comprehensive glossary. It is a practical textbook for college students.

Vaulting. Thomas McDowell. (Oxford University Press, 1932) 45 pages. 75c.

The numerous illustrations and clear descriptions of some one hundred fifty vaults make this an indispensable book for the teacher of this form of apparatus work. A good teacher will use the vaults described as the basis of numerous other variations.

The New Healthy Living Series. C.-E. A. Winslow and Mary L. Hahn. (Charles E. Merrill Co., 1932).
The Game of Healthy Living. (Grade V) 216 pages. 64c.
The Habits of Healthy Living. Grade VI) 218 pages. 64c.
The Laws of Healthy Living. (Grade VII) 249 pages. 64c.
The Healthy Community. (Grade VIII) 266 pages. 68c.

This series of books aims to promote the right attitude toward matters of health in the elementary and junior high school grades. The books of the series are intended for use as texts in grades five to eight respectively. They are written in a style that will interest and appeal to the imagination of children of these ages. Numerous good illustrations carry the lessons effectively. At the end of each chapter are review questions and suggestions for further study activities. Various kinds of tests are suggested at the end of the books.

Foundations of Health. Josephine L. Rathbone, Francis L. Bacon, and Charles H. Keene. (Houghton, Mifflin Co., 1932) 413 pages. $1.56.

This is an excellent and practical textbook in hygiene and physiology for high school students. It has numerous illustrations, is well balanced, and constructively presents the ideal of health instruction—namely, an active, efficient, enthusiastic personality. At the end of each chapter are discussion questions, lists of problems, and bibliographies for pupil and for teacher. Every teacher of health will find the book most useful.

The Child and the Tuberculosis Problem. J. Arthur Myers, Ph.D., M.D. (Charles C. Thomas, 1932) 230 pages. $3.00.

This book will perform a real service in hastening the day when tuberculosis will no longer hold its place among the major human diseases and destroyers of men. It presents reliable present-day methods of discovering, controlling, and preventing tuberculosis among children. At the end of the book will be found an excellent bibliography.

Schoolroom Games. Neva L. Boyd. (H. T. FitzSimons Co.) 24 pp. 25¢.

The author of this little pamphlet has made a collection of games that can be used in the schoolroom. A list of table games will be found in the back of the booklet.

Tumbling for Students and Teachers. Samuel F. Harby. (W. B. Saunders Company, 1932.) 216 pages. $2.00.

Those interested in tumbling and in teaching it will find a valuable aid in this book. The stunts are analyzed so well that one may learn to perform them from the description. After discussing the practical and the aesthetic values of tumbling, the author describes elementary tumbling stunts, both individual and companion, then takes up advanced tumbling and tumbling for experts in a similar manner. Adaptation of tumbling for children and for girls is discussed and suggestions for a demonstration are given. The book also contains a short, well-chosen bibliography and numerous line illustrations.

Character Education. The Tenth Yearbook of the Department of Superintendence. (Department of Superintendence of the National Education Association, 1932) 535 pages. $2.00.

Character education in its broad sense is treated in this book. "The good act is the one which creates as many and as worthy satisfactions for as many people as possible over as long a time as possible." Thus "Character Education obviously becomes as broad as life itself." The Commission inquires as to "what action will best meet the demands of the situation and the needs of the persons who are involved in it" and expects every school to work intelligently upon its everyday problems with these ideals in mind. The book assembles a wealth of material on this important subject. The records of the Dept. of Superintendence are included at the end.

OUR ADVERTISERS DESERVE YOUR PATRONAGE

BOOK PUBLISHERS

Ann Arbor Press....63
A. S. Barnes & Co. 2
Lea & Febiger ....Inside Rear Cover
Mrs. Gertrude Lundgren 55

SCHOOLS AND COLLEGES

Arnold College 53
Bouvé-Boston School of Physical Education....54
International Y.M.C.A. College 55
Panzer College 63
Posse-Nissen School of Physical Education....52
Russell Sage College 51
Sargent School of Physical Education 59
Savage School for Physical Education 57
Wellesley College 51

SPORTING GOODS, CLOTHING, SHOES, SUPPLIES

Advance Theatrical Shoe Co. 43, 61
Aldrich and Aldrich 49
Athletic Supply Co. 63
Clay-Adams Co. 41
Denver Chemical Mfg. Co. 41
Draper-Maynard Co. ....Outside Rear Cover
Huntington Laboratories ....Inside Front Cover
Narragansett Machine Co. 37
C. B. Webb Co. 39
W. J. Wittich 47

MISCELLANEOUS

Brown Hotel ....Inside Rear Cover
Dwight Posture Model 63
Hotel Morrison 59
David Nichols & Co. 63